

Utah Peace Officer Standards & Training



STUDENT GUIDE

Basic Public Safety Dispatcher Certification and Training

October 2004

Developed under the guidance of the

UTAH DISPATCHER CERTIFICATION SUB-COMMITTEE

And updated under the guidance of the

POST CERTIFICATION DISPATCHER COMMITTEE

**Utah Peace Officer
Standards & Training Academy**

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Curriculum Guide

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Course Title

Basic Public Safety Dispatcher
Certification and Training

Course Number

UDC – Utah Dispatcher Certification

Curriculum Approvals

Date

Course Competencies

Unit 1 - Course Orientation

- UDC-5001 Describe the POST-approved process and requirements for dispatcher certification and recertification.
- UDC-5002 Describe the major provisions of the Utah Code Annotated 1953, Section 53-6-102 and Sections 53-6-301 through 53-6-310).

Unit 2 - Role of the Emergency Dispatcher and Overview of Public Safety Organizations

- UDC-5003 Describe how the public safety dispatcher interrelates with other segments of public safety organizations; how dispatchers help accomplish the missions of public safety agencies; their roles within law enforcement, fire, and emergency medical service organizations; and their responsibilities regarding their own code of ethics.

Unit 3 - Communication Technology

- UDC-5004 Describe the communications technology components, including basic map utilization, in the public safety dispatcher environment.

Unit 4 - Telephone Communication Skills Techniques

- UDC-5005 Identify the proper methods, techniques, and skills necessary to handle calls for service and obtain information in an efficient manner while projecting a positive and professional image of commitment to service.

Unit 5 - Law Enforcement Dispatching

- UDC-5006 Describe the techniques, terminology, and responsibilities required of a law enforcement dispatcher and the multi-tasking and prioritization procedures required in handling emergency and non-emergency calls.
- UDC-5007 Able to perform job-related radio dispatch functions, using all applicable skills and knowledge in a simulated working environment.

Unit 6 - Dispatcher / Officer Safety - Working as Team

- UDC-5008 Describe the dispatcher's responsibility for officer safety and effective communication, how to prioritize officer safety in emergencies and hazardous or special response situations, and how to identify calls, which could require additional officers for back-up.

Unit 7 - Crime Classification/Definitions - Utah Penal Code

- UDC-5009 Describe the major categories of crimes investigated by law enforcement officers; situations that fall under civil law; how law enforcement personnel may become involved; the different laws pertaining to juveniles and which agencies have jurisdiction over juveniles and which agencies have jurisdiction in certain civil matters as each of these is defined in the Utah Criminal Code.

Unit 8 - Police Call-taking Classification/Interrogation

- UDC-5010 Identify and describe the guidelines used in different call interrogation protocols. Identify proper call prioritization.
- UDC-5011 Able to perform job-related telephone functions, using all applicable skills and knowledge, in a simulated working environment.

Unit 9 - Legal Aspects of Emergency Dispatching

- UDC-5012 Describe the basic functions of the criminal justice system, basic civil liabilities, dispatcher liability with police, fire, and emergency medical service agencies, and the written standard operating procedures which must be followed to limit exposure.

Unit 10 - Fire Dispatching

- UDC-5013 Describe the specific tasks, functions, terminology and incident procedures of fire agencies. Relate the proper methods, techniques, and skills necessary to handle fire-related incidents.
- UDC-5014 Identify proper fire interrogation procedures with fire related calls.
- UDC-5015 Perform job-related telephone and radio dispatch functions using all applicable skills and knowledge in a simulated working environment.

Unit 11 - Health and Wellness (Stress Management)

- UDC-5016 Identify the stress factors experienced by trainees, newly trained dispatchers, and experienced dispatchers; the sources of these stress factors, and how to assess symptoms of over-stress in yourself and in coworkers.
- UDC-5017 Describe methods of coping with stress, prevention mechanisms, keys to the promotion of a healthful work style, and resources for obtaining assistance.

Unit 12 - Homeland Security

- UDC-5018 Describe the basic functions of Homeland Security, what types of incidents are part of Homeland security, and how Homeland Security assists various local, county, state, and federal agencies in the security of the nation. Define Terrorism and types of weapons a terrorist may use including Chemical and Biological weapons.
- UDC-5019 Describe basic response procedures concerning hazardous materials and the dispatcher's role in a hazardous materials incident

Public Safety Dispatch Certification and Training - Overview
40-Hour Course Curriculum

UNIT	DESCRIPTION	MINIMUM HOURS
# 1	Course Orientation a. Introduction b. Overview of basic certification course c. Certification requirements d. Application process	2 Hours
# 2	Role of the Emergency Dispatcher and Overview of Public Safety Organizations a. Overview of the Law Enforcement and Fire/EMS Organizations b. Roles and Responsibilities of Emergency Dispatchers c. Dispatcher ethics and Code of Conduct	2 Hours
# 3	Communication Technology a. Telephone Technology Systems b. Radio Technology Systems c. Overview of Computer Aided Dispatch (CAD) d. Map Utilization Introduction	2 Hours
# 4	Telephone Communication Skill Techniques - a. Communication/Listening Skills b. Customer Service (Public Relations) c. Initial Interrogation d. Text Telephone Teletype (TTY) Calls e. Call Management/Victimology	4 Hours
#5	Law Enforcement Dispatching a. Radio Functions, Techniques and Procedures b. Professional Radio Usage/Phrasing/Terminology c. Responsibilities of the Emergency Radio Dispatcher d. Managing and Prioritizing Radio Traffic/Necessity of Multi-tasking e. Effective Handling of Routine, Emergency and In-Progress Situations, and Critical Incidents f. Officer Initiated Field Activities g. Police Radio Dispatching Practical	4 Hours
# 6	Dispatcher/Officer Safety - Working as Team a. Dispatcher/Officer Responsibilities b. Hostage/Domestics/Gangs c. Felony Stops d. Special Response Teams (K-9, SWAT, etc)	2 Hours
# 7	Crime Classification/Definitions - Utah Penal Code a. Criminal Law b. Civil Law c. Juvenile Law	3 Hours

UNIT	DESCRIPTION	MINIMUM HOURS
# 8	Police Call-Taking Classification/Interrogation a. Skillful and Effective Call Interrogation b. Accurate Call Classification and Prioritization c. Obtaining Descriptions d. Police Call Interrogation Practical e. AMBER Alert	6 Hours
# 9	Legal Aspects of Emergency Dispatching a. Overview Criminal Justice System b. Dispatcher Liabilities/Risk Management c. Scope of Employment d. Governmental Immunity	4 Hours
# 10	Fire Dispatching a. Role of Fire Call-taker/Fire Radio Dispatcher b. Incident Command System c. Fire Related Incidents/Methods of Interrogation d. Procedures/Logistics e. Firefighter Survival f. Fire Call Interrogation Practical g. Fire Radio Dispatching Practical	6 Hours
#11	Health and Wellness (stress management) a. Profile Characteristics of Public Safety Dispatchers b. Dispatch Environment Stress Factors c. Recognizing Stress and Burnout d. Effective and Healthful Coping mechanisms e. Resources for Assistance (CISM, peer support, EAP)	2 Hours
#12	Homeland Security a. Introduction to Homeland Security b. Terrorism, Chemical and Biological Weapons c. Role of the dispatcher in Homeland Security d. Hazardous Materials Awareness	3 Hours
	TOTAL:	40 Hours

Unit 1 - Performance Objectives

COURSE ORIENTATION

Recommended Training Time: 2 Hours

UDC-5001 Using reference materials, **describe the POST-approved process and requirements for dispatcher certification and recertification.** You must score a minimum of 80% or more on the Unit Exam and Final Written Exam to achieve competency.

Enabling Objectives:

1. Identify six requirements for dispatcher certification.
2. Identify three requirements for dispatcher recertification.

UDC-5002 Using reference materials, **describe the major provisions of "Dispatcher Training and Certification" (Utah Code Annotated 1953, Section 53-6-102 and Sections 53-6-301 through 53-6-310).** You must score a minimum of 80% on the Unit Exam and Final Written Exam to achieve competency.

Enabling Objectives

1. Provide the definition of a dispatcher and list three primary duties found in Utah Code Annotated 1953, Section 53-6-102.
2. Identify three additional requirements, which must be met by applicants who take the dispatcher certification examination.
3. Describe the application process.
4. Identify five (5) reasons that could cause a dispatcher's certification to be revoked, suspended, refused or denied.
5. List the dispatcher's responsibilities with regards to annual training.
6. Describe the recertification process for a lapsed dispatcher certification.

Required Student Learning Activities:

1. Attend the instructor presentation on "Course Orientation".
2. Read Information Sheet #1 – Dispatcher Certification Requirements.
3. Read Information Sheet #2 – Utah Code Annotated 1953, Sections 53-2-102 and Sections 53-6-301 through 53-6-310, "Dispatcher Certification and Training."
4. Complete the Unit Quiz for this section by achieving a score of 80% or higher.

Unit 1 - Evaluation

Progress Quiz

Name _____ Date _____

1. Which of the following is **NOT** a requirement for dispatcher certification?
 - a. Emergency Medical Dispatch (EMD) Certification
 - b. POST-approved, 40-hour, dispatcher certification training
 - c. Complete one year of dispatch employment
 - d. Completion of an on-the-job, in-house, communications training program.
2. Which of the following is a requirement for dispatcher recertification?
 - a. Retake the POST Dispatcher Certification Exam.
 - b. Complete 20-hours annual in-service training.
 - c. Maintain EMD certification.
 - d. Comply with UCA 53-5-309 (d) (IV).
 - e. Only b c d.
3. According to Title 53, Chapter 6, Part 3, Section 102 of the Utah Code Annotated 1953, "dispatcher" means an employee of a public safety agency of the state or any of its political subdivisions whose primary responsibilities are to:
 - a. Receive calls for one or a combination of emergency police, fire and medical services, and to dispatch the appropriate personnel and equipment in response to the calls
 - b. Make urgent decisions affecting the life, health and welfare of the public and public safety employees
 - c. Supervise dispatchers or direct a dispatch communications center
 - d. All of the above
4. Which of the following is **NOT** a requirement to be eligible to take the dispatcher certification exam?
 - a. Be a U.S. citizen
 - b. Be 18 years of age
 - c. Pass a criminal history background check
 - d. Be a college graduate or equivalent

Unit 1 Quiz (cont.)

5. POST is responsible for providing basic or in-service training for certified dispatchers.
 - a. True
 - b. False

6. The minimum standards established in UCA 53-6-302 (Dispatcher Training and Certification). State that counties or municipalities cannot establish standards higher than the minimum standards contained in this part.
 - a. True
 - b. False

7. The information provided on the application will determine an applicant's eligibility to become a certified dispatcher in the State of Utah.
 - a. True
 - b. False

8. A dispatcher who fails to honestly complete the application may be subject to certification action from POST.
 - a. True
 - b. False

9. Any conduct or pattern of conduct by a certified dispatcher that would tend to disrupt, diminish, or otherwise jeopardize public trust and fidelity in law enforcement is grounds for denying, suspending, or revoking a dispatcher's certification.
 - a. True
 - b. False

UNIT 1
Information Sheet #1
DISPATCHER CERTIFICATION REQUIREMENTS

Before being allowed to take a dispatcher certification examination, each applicant shall meet the following additional requirements:

1. Be a United States citizen;
2. Be 18 years of age or older at the time of employment as a dispatcher;
3. Be a high school graduate or have a G E D equivalent;
4. Have not been convicted of a crime for which the applicant could have been punished by imprisonment in a federal penitentiary or by imprisonment in the penitentiary of this or another state.
5. Have demonstrated good moral character, as determined by a background investigation;
6. Be free of any physical, emotional, or mental condition that might adversely affect the performance of the applicant's duty as a dispatcher.

Each applicant shall also meet the following requirements to obtain dispatcher certification

1. Approved application.
2. Emergency Medical Dispatcher (EMD) Certification.
3. BCI Proficiency Certification.
4. Complete an on-the-job, in-house communication's training program.
5. Complete the 40-hour, POST-approved, dispatch certification training.
6. Successfully pass the POST Dispatch Certification exam.
If the Certification exam is not passed within two attempts. The dispatcher must retake the entire POST training course.

To Maintain Certification, a Dispatcher must have:

1. Current EMD certification.
2. Current BCI Proficiency certification.
3. 20 hours of related training per year.
4. Compliance with the requirements of UCA Section 53-6-309 (d) (I-v).

UNIT 1
Information Sheet #2

DISPATCHER TRAINING AND CERTIFICATION

53-6-102. Definitions.

53-6-102. Definitions.

As used in this chapter:

- (1) "Certified academy" means a peace officer training institution certified in accordance with the standards developed under Section 53-6-105.
- (2) "Council" means the Peace Officer Standards and Training Council created in Section 53-6-106.
- (3) "Director" means the director of the Peace Officer Standards and Training Division appointed under Section 53-6-104.
- (4) "Dispatcher" means an employee of a public safety agency of the state or any of its political subdivisions and whose primary duties are to:
 - (a)(i) receive calls for one or a combination of, emergency police, fire, and medical services, and to dispatch the appropriate personnel and equipment in response to the calls; and
 - (ii) make urgent decisions affecting the life, health, and welfare of the public and public safety employees; or
 - (b) supervise dispatchers or direct a dispatch communication center.
- (5) "Division" means the Peace Officer Standards and Training Division created in Section 53-6-103.
- (6) "POST" means the division.

Part 3. Dispatcher Training and Certification

53-6-301. Title.

This part is known as the "**Dispatcher Training and Certification Act.**"

53-6-302. Applicants for certification examination - Requirements.

(1) Before being allowed to take a dispatcher certification examination, each applicant shall meet the following requirements:

- (a) be a United States citizen;
- (b) be 18 years of age or older at the time of employment as a dispatcher;
- (c) be a high school graduate or have a G.E.D. equivalent;
- (d) have not been convicted of a crime for which the applicant could have been punished by imprisonment in a federal penitentiary or by imprisonment in the penitentiary of this or another state;
- (e) have demonstrated good moral character, as determined by a background investigation; and
- (f) be free of any physical, emotional, or mental condition that might adversely affect the performance of the applicant's duty as a dispatcher.

(2) (a) An application for certification shall be accompanied by a criminal history background check of local, state, and national criminal history files and a background investigation.

(b) The costs of the background check and investigation shall be borne by the applicant or the applicant's employing agency.

(i) Conviction of any offense not serious enough to be covered under Subsection (1)(d), involving dishonesty, unlawful sexual conduct, physical violence, or the unlawful use, sale, or possession for sale of a controlled substance is an indication that an applicant may not be of good moral character and may be grounds for denial of certification or refusal to give a certification examination.

(ii) An applicant may be allowed to take a certification examination provisionally, pending completion of any background check or investigation required by this subsection.

(3) (a) Notwithstanding Sections 77-18-9 through 77-18-17 regarding expungements, or a similar statute or rule of any other jurisdiction, any conviction obtained in this state or other jurisdiction, including a conviction that has been expunged, dismissed, or treated in a similar manner to either of these procedures, may be considered for purposes of this section.

(b) Subsection (a) applies to convictions entered both before and after May 1, 1995.

(4) Any background check or background investigation performed pursuant to the requirements of this section shall be to determine eligibility for admission to training programs or qualification for certification examinations and may not be used as a replacement for any background investigations that may be required of an employing agency.

53-6-303. Completion of certification examination required - Persons affected.

(1) Except as provided in Subsection (2), a person must successfully complete the basic dispatcher training course and pass the certification examination according to the requirements of this part before that person can be a certified dispatcher.

(2) Subsection (1) applies only to persons not previously certified and who receive their first employment as a dispatcher in this state on or after July 1, 1996.

53-6-304. Waiver of training course requirement.

(1) The director may waive the required basic dispatcher training course and certify an applicant who:

(a) provides evidence that the applicant meets the requirements under Section 53-6-302, relating to qualifications for admission to the training course;

(b) provides evidence that the applicant has completed a basic dispatcher training program that, in the director's judgment, is equivalent to the course required for certification under this part; and

(c) passes a written examination, an oral examination, or both, that affirms the applicant's ability in public safety communications.

(2) An applicant who fails the examination under Subsection (1)(c) shall complete the basic dispatcher training course and pass the dispatcher certification examination to become certified.

53-6-305. Local governments - Option - Higher minimum standards.

(1) Participation in dispatcher training and certification under this part is at the option of the legislative body of each county or municipality that employs dispatchers.

(2) The minimum standards in this part concerning dispatcher qualifications and training do not preclude counties or municipalities from establishing standards higher than the minimum standards contained in this part.

53-6-306. Inactive and lapsed certificates - Reinstatement - Continuing education

requirements.

(1) (a) The certificate of a dispatcher who has not been actively engaged in performing the duties of a dispatcher for one year shall be designated "inactive."

(b) If a dispatcher having an inactive certificate becomes reemployed or subsequently reengaged as a dispatcher, the dispatcher's certificate may be reissued or reinstated by the director upon successful completion by that dispatcher of the certification examination.

(c) The director may require a dispatcher with an inactive certificate to successfully complete the basic dispatcher training course before reissuing or reinstating certification.

(2) (a) The certificate of a dispatcher who has not been actively engaged in performing the duties of a dispatcher for four continuous years shall be designated "lapsed."

(b) Subject to Section 53-6-305, a dispatcher having a lapsed certificate shall successfully complete the basic training course and pass the certification examination before the certificate may be reissued or reinstated.

(3) (a) A certified dispatcher shall complete annual training approved by the director of 20 hours or more.

(b) (i) If a certified dispatcher does not complete the annual training requirement, then that dispatcher's certificate shall be designated "inactive," and after one year, shall be designated "lapsed."

(ii) The reinstatement of an inactive or a lapsed certificate under Subsection (3) shall be governed by rules made by the director.

53-6-307. Termination of employment - Change of status form.

(1) When a certified dispatcher's employment terminates or a certified dispatcher's status changes, the employing agency shall submit a change of status form noting the termination of the certified dispatcher to the division.

(2) The change of status form shall:

(a) be completed and submitted within 30 days of the certified dispatcher's termination date;

(b) identify the circumstances of the certified dispatcher's status change by indicating that the certified dispatcher has resigned, retired, terminated, transferred, deceased, or that the certified dispatcher's name has changed;

(c) indicate the effective date of action; and

(d) indicate the name of the new employer, if the status change is due to a transfer.

(3) Any person or agency who intentionally falsifies, misrepresents, or fails to give notice of the change of status of a certified dispatcher is liable to the division for any damages that may be sustained by the failure to make the notification.

53-6-308. Investigations and certification hearings - Powers of division - Violation.

(1) For investigations by the division and for certification hearings or other testimony before the council, the division may administer oaths and affirmations, subpoena witnesses, take evidence, and require by subpoena duces tecum the production of relevant papers, records, or other documents or information, whether filed or kept in original form, or electronically stored or recorded.

(2) A person who willfully disobeys a properly served subpoena issued by the division is guilty of a class B misdemeanor.

53-6-309. Revocation, suspension, or refusal of certification - Hearings - Grounds - Notice to employer.

(1) (a) The director may, upon the concurrence of the majority of the council, revoke, refuse, or suspend certification of a dispatcher for cause.

(b) The council shall give the person or dispatcher involved prior notice and an opportunity for a full hearing before the council.

(c) The director, with the concurrence of the council, may by rule designate a presiding officer to represent the council in adjudicative proceedings or hearings before the council.

(d) Any of the following constitute cause for action under Subsection (1)(a):

(i) willful falsification of any information to obtain certified status;

(ii) physical or mental disability affecting the employee's ability to perform his duties;

(iii) addiction to or the unlawful sale, possession, or use of narcotics, drugs, or drug paraphernalia;

(iv) conviction of a felony or any crime involving dishonesty, unlawful sexual conduct, physical violence, or driving under the influence of alcohol or drugs; or

(v) any conduct or pattern of conduct that would tend to disrupt, diminish, or otherwise jeopardize public trust and fidelity in law enforcement.

(2) (a) Notwithstanding Title 77, Chapter 18 regarding expungements, or a similar statute or rule of any other jurisdiction, any conviction obtained in this state or other jurisdiction may be considered for purposes of this section.

(b) In this section, "conviction" includes a conviction that has been expunged, dismissed, or treated in a similar manner to either of these procedures.

(c) This provision applies to convictions entered both before and after May 1, 1995.

(3) The director shall send notice to the governing body of the political subdivision employing the certified dispatcher and shall receive information or comments concerning the certified dispatcher from the governing body or the agency employing the dispatcher before suspending or revoking that dispatcher's certification.

(4) Denial, suspension, or revocation procedures may not be initiated by the council when a dispatcher is terminated for infraction of his agency's policies, general orders, or similar guidelines of operation that do not amount to any of the causes for denial, suspension, or revocation enumerated in Subsection (1).

(5) (a) Termination of a certified dispatcher, whether voluntary or involuntary, does not preclude revocation or subsequent denial of dispatcher certification status by the council if the dispatcher was terminated for any of the reasons under Subsection (1).

(b) Employment by another agency, or reinstatement of a certified dispatcher by the certified dispatcher's parent agency after termination, whether the termination was voluntary or involuntary, does not preclude revocation or subsequent denial of dispatcher certification status by the council if the certified dispatcher was terminated for any of the reasons under Subsection (1).

53-6-310. Responsibility for training - Certification.

(1) The division is not responsible for providing basic or in-service training for certified dispatchers except for approval of the instructors and content of training where required by this chapter or division rules.

(2) Where this chapter requires an agency head to certify that a member has completed required training, the division shall rely on the certification, as provided, to be accurate.

Unit 2 - Performance Objectives

ROLE OF THE PUBLIC SAFETY DISPATCHER AND OVERVIEW OF PUBLIC SAFETY ORGANIZATIONS

Minimum Training Time: 2 hours

UDC-5003 Without using references, **describe how the public safety dispatcher interrelates with other segments of public safety organizations; how dispatchers help accomplish the missions of public safety agencies; their roles within law enforcement, fire, and emergency medical service organizations; and their responsibilities regarding their own code of ethics.** You must score a minimum of 80% on the Unit Exam and Final Written Exam to achieve competency.

Enabling Objectives:

1. Identify different types of law enforcement agencies.
2. Identify two essential job functions of a law enforcement agency.
3. Identify different types of Fire and/or EMS agencies. List their essential job functions.
4. Identify two basic functions of a public safety dispatch center.
5. Identify five primary functions or responsibilities of a public safety dispatcher.
6. Define Chain of Command and explain when to use the chain of command.
7. Explain the public safety dispatcher's role in providing the "key" connection between the public and public safety provider.
8. Identify abilities and skills necessary to perform as an effective public safety dispatcher.
9. Identify essential reasons why the image projected by a public safety dispatcher affects all aspects of their job functions.
11. Define the Telecommunicators code of ethics.

Required Student Learning Activities:

1. Attend the instructor's presentation on the "Role of the Public Safety Dispatcher" and the "Overview of Public Safety Organizations".
2. Read Information Sheet #2 – Telecommunicators Code of Ethics.
3. Complete the Unit Quiz for this section by achieving a score of 80% or higher.

Unit 2 - Evaluation

Progress Quiz

Name _____ Date _____

1. A Public Safety Dispatcher's function includes:

- a. Accurately collect and disseminate information.
- b. Act as a link between the public and appropriate public safety services
- c. Serve as a lifeline for personnel in the field
- d. Act as a first responder for public requests for service.
- e. All of the above.

2. Name three types of law enforcement agencies.

- 1.
- 2.
- 3.

3. Name two types of Emergency Medical Service agencies.

- 1.
- 2.

4. List four skills and abilities important to a Public Safety Dispatcher.

- 1.
- 2.
- 3.
- 4.

Unit 2 Quiz (cont.)

5. The two **primary** functions of a law enforcement agency are:
- a. Provide proactive patrol and investigate crime within geographic boundaries..
 - b. Protect and serve the public
 - c. Enforce the law and ensure the safety of the public
 - d. Keep children safety and reduce crime rates
6. The three **primary** functions of a Fire/EMS agency are:
- a. Conduct safety inspections
 - b. Provide emergency medical intervention
 - c. Safeguard lives
 - d. Provide preventative education
 - e. Safeguard property
7. The Chain of Command within the agency provides a clear understanding of responsibility and authority for all employees.
- a. True
 - b. False
8. A Communications Center functions as a centralized location for collecting requests for service from the public.
- a. True
 - b. False
9. Liability faced by every Public Safety Dispatcher could include:
- a. Civil action from the alleged victim or suspect
 - b. Loss of employment
 - c. Loss of personal property
 - d. Disciplinary action by the agency
 - e. All of the above
10. Ethics does not apply to Public Safety Dispatchers because their contact with the public is not direct.
- a. True
 - b. False

Information Sheet #2



Telecommunicator's Code of Ethics

As a telecommunicator I regard myself as a member of an important and honorable profession.

I will recognize the positive relationship between good physical and mental conditioning and the performance of my job.

I will perform my duty with efficiency to the best of my ability.

My conduct and my performance of my duties will be accomplished in an honest manner, contributory to my fellow workers, and observant of the laws of the city, state, and country.

I will not, in the performance of my duty, work for unethical advantage or profit.

I will recognize at all time in my duty that I am a public safety employee, and that ultimately I am responsible to the public.

I will give the most efficient and impartial service of which I am capable at all times.

I understand the importance of courtesy and will maintain it as my reference point in all my duties.

I will regard my fellow telecommunicators with the same standards as I maintain myself.

I share a reciprocal affinity and obligation with my fellow telecommunicators, my administration, and my agency.

I will accept responsibility for my actions.

I will strive for those values which will reflect honor on my fellow telecommunicators, my agency and myself.

Signature

Date

Unit 3 - Performance Objectives

COMMUNICATION TECHNOLOGY

Minimum Training Time: 2 hours

UDC-5004 Without using references, **describe the communications technology components, including basic map utilization, in a public safety dispatcher environment.** You must score a minimum of 80% on the Unit Exam and Final Written Exam to achieve competency.

Enabling Objectives:

1. Define the three basic components of a public safety communications system.
2. Identify advantages of the 9-1-1 system to citizens.
3. Identify advantages public safety agencies receive from an enhanced 9-1-1 system.
4. Identify four features the ALI of a 9-1-1 system provides.
5. State the correct definition of "primary public safety answering point."
6. Explain how radio signals from a transmitter can be blocked.
7. Identify the difference between a simplex radio system and a duplex radio system.
8. Define "Refarming".
9. Identify the terms "trunking" and "talk group" as they apply to the 800 MHz System.
10. List five functions of a computer-aided dispatch (CAD) system.
11. List four ways to retrieve information on a call from a CAD system.
12. Identify two types of map and addressing systems.
13. Identify three resources available in locating an address.

Required Student Learning Activities:

1. Attend instructor's presentation on " Communication Technology."
2. Read and review Information Sheet #1 – Common 9-1-1 Terms.
3. Read and review Information Sheet #2 – Equipment Definitions.
4. Read and review Information Sheet #3 – 9-1-1 Diagrams.
5. Read and review Information Sheet #4 – **Enhancing Dispatch Operations with Mobile Data**" Public Safety Communications/APCO Bulletin, December 2001.
6. Read Information Sheet #5 – UCAN.
7. Complete the unit quiz for this section by achieving a score of 80% or higher.

Unit 3 - Evaluation

Progress Quiz

Name _____ Date _____

1. Define the three basic components of a communications system.

- a.
- b.
- c.

2. List four advantages of a 9-1-1 system for citizens.

- a.
- b.
- c.
- d.

3. List two advantages of a 9-1-1 system for public safety providers.

- a.
- b.

4. List four basic operational routing methods of a 9-1-1 system.

- a.
- b.
- c.
- d.

Unit 3 Quiz (cont.)

5. Define the acronym PSAP.
6. The primary function of a 9-1-1 emergency answering center is to facilitate the flow of information between the citizen and the responding agency.
- a. True b. False
7. Circle the correct definition of the acronym ALI.
- a. Address Locking Indicator
b. Automatic Locking Information
c. Automatic Locator Identifier (of caller's name)
d. Address Location Identification
8. The following is the correct definition of Automatic Number Identification (ANI): An automatic display at the PSAP showing the caller's telephone number. Retrieves information in the same manner as the ALI service.
- a. True b. False
9. What does E-911 Phase II require carriers to be able to provide to dispatch centers?
10. Database problems/errors do not occur on the ALI screen.
- a. True b. False
11. A transmitter is a device capable of emitting radio signals containing voice or data.
- a. True b. False

Unit 3 Quiz (cont.)

12. What is a Talk Group?
13. In Simplex operation, the user can transmit and receive simultaneously.
a. True b. False
14. Define the acronym MDT.
15. "Refarming" is the informal term given to FCC Docket No 92-235 which was established to develop an overall strategy for using spectrum more efficiently.
a. True b. False
16. 'Trunking' permits a large number of users to
17. List four functions of a computer-aided dispatch (CAD) system.
a.
b.
c.
d.

Unit 3 Quiz (cont.)

18. List four methods of retrieving information on a call from a CAD system.

- a.
- b.
- c.
- d.

19. Identify two types of map and addressing systems.

- a.
- b.

20. Identify three resources available in locating an address.

- a.
- b.
- c.

Unit 3
Information Sheet #1
Common 9-1-1 Terms

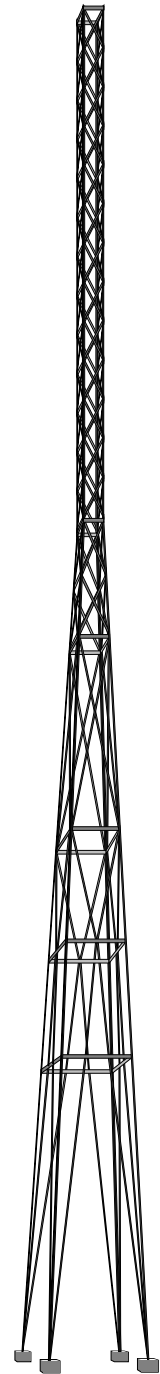
ADD	A button on the automatic number identification unit used to transfer a caller to another public safety answering point not assigned a preset button.
ALARM	A button on the automatic number identification unit used when an equipment problem or malfunction occurs. Used to extinguish the alarm. Trouble procedures are then activated.
ALI	Automatic Location Identification. Sometimes known as address location information. An automatic display at the PSAP showing the caller's telephone number, address, and supplemental information. Accomplished through pre-loading the telephone company's computer memory banks with the proper information. Must have automatic number identification service installed before ALI can be installed.
ALTERNATE ROUTING	The capability of automatically rerouting 9-1-1 calls to a designated alternate location(s) if all 9-1-1 trunks are busy, out of service, or not answered in a pre-determined time. May also be activated upon request, or automatically if detectable, when 9-1-1 equipment fails or the PSAP itself is disabled.
ANI	Automatic Number Identification. An automatic display at the PSAP showing the caller's telephone number. Retrieves information in the same manner as the ALI service but does not require the ALI service installed.
B9-1-1	Basic 9-1-1. An emergency telephone number system using the digits "9-1-1" for access and routing all such calls from a central office to a staffed 9-1-1 answering point.
CALL CONFERENCE	A call that is relayed from a PSAP to another PSAP or to another emergency service (related) agency, and in which the telecommunicator stays on the line to obtain additional information.
CALL REFERRAL	Referring a 9-1-1 call to an appropriate number other than 9-1-1. In non-emergencies, PSAP personnel determine the nature of the call and refer the caller to the telephone number of the proper agency. The caller then dials that telephone number.
CALL TRANSFER	A call that is relayed from a PSAP to another PSAP or other emergency service (related) agency, in which the telecommunicator has no need for additional information and therefore disconnects once the transfer has been completed.
CANCEL	Button on the automatic number identification unit, used to cancel an attempt to transfer when a busy signal or no answer is encountered.

C/O	Central Office. Telephone company site where calls are received and switched to the number that was dialed. A central office may handle one or more telephone exchanges. The central office may be an electronic switching system (EES: necessary for enhanced 9-1-1) or the older electro-mechanical type.
CAD	Computer-aided dispatching, also referred to as computer-assisted dispatching. Public safety dispatching with computers aiding in the process. This aid may be a simple display of pertinent information on a screen, up to the actual selection and notification of field unit(s) by the computer. 9-1-1 systems may be interfaced with CAD systems.
DATA BASE	The pre-recorded information or data that describes a collection of items. For 9-1-1, these items are telephone number, address information, and routing information. This is the heart of an enhanced 9-1-1 system.
DEDICATED TRUNKS	Telephone circuits used for one purpose only such as the transmission of 9-1-1 calls. Non-dedicated trunks are shared by multiple telephone numbers.
DEFAULT	A condition that exists when the computer cannot find certain required information in the data base. Rather than ignoring the call the computer will use default procedures to ensure that the call is answered by a law enforcement public safety answering point within the system.
DIRECT DISPATCH	All 9-1-1 call-answering and public safety dispatching is done by telecommunicators at the PSAP.
EMERGENCY CALL	A call routed to a PSAP reporting an incident, either in progress or just occurred, which presents a potential threat to life or property and which required an immediate response from one or more public safety entities (Law enforcement, fire, fire/rescue, EMS.)
EMS	Emergency Medical Services
ESN	Emergency service number. A three-digit number which identified jurisdictional boundaries. The 9-1-1 compute associates the ESN with the address and routes the call to the appropriate PSAP.
E9-1-1	Enhanced 9-1-1. An emergency telephone number system using the digits 9-1-1 for access to a PSAP and includes ANI, ALI, and selective routing to facilitate appropriate public safety response (correct jurisdiction).
ONE BUTTON TRANSFER	The ability to conference in another public safety agency by pressing one button. Designed for enhanced 9-1-1 systems, and requires automatic number identification service.
PSAP	Public safety answering point. The agency responsible for the jurisdiction where the 9-1-1 call originated and to where the call was routed for answering. Includes Law Enforcement, Fire, and EMS agencies..

QUEUE	A system allowing a predetermined number of incoming 9-1-1 calls to be stored in sequence when all incoming circuits are in use.
SPEED CALL NUMBER	A two-digit number prefixed by a star (*), used to transfer a 9-1-1 call to a PSAP not on a preset routing button.
TRUNK	A circuit connecting switching equipment between two sites.

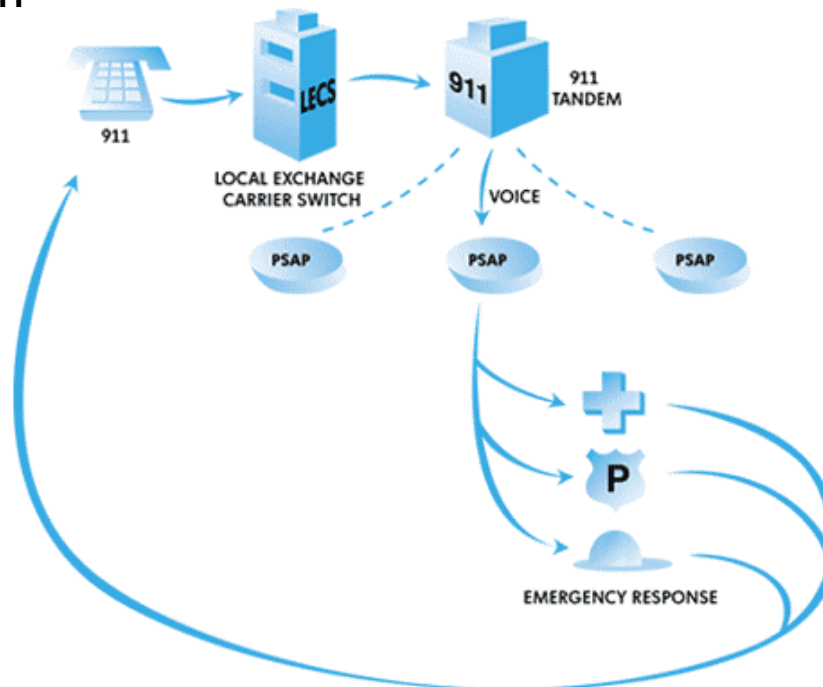
Unit 3 Information Sheet #2/Equipment Definition

BASE STATION	A combination transmitter and receiver that is used in a fixed location. In strict usage of the term, it is a simplex device.
CONTROL EQUIPMENT	Devices used to operate remote radio equipment from a central or convenient location. May be simple or complex, depending on specific applications.
DUPLEX	Receiving and transmitting occurs simultaneously. Repeater operation is technically only half-duplex since the individual who is transmitting can't receive at the same time..
MOBILE RADIO	A combination transmitter and receiver that is mounted in a vehicle. This type of radio requires power from the vehicle and an antenna mounted on the vehicle
PAGER	A small portable device that is capable of receiving and decoding voice and/or data signals. Usually battery operated and carried by the user on the belt or in a handbag.
PORTABLE RADIO	A combination transmitter and receiver capable of completely independent operation using an internal battery and integral antenna, i.e., walkie talkie or pack set.
RECEIVER	A device capable of converting radio signals into a form usable by man or machine, i.e., converts radio signal to voice signal or radio signal to data.
REPEATER	A combination transmitter and receiver that is used in a fixed location. In strict usage of the term, it is a duplex device.
SIMPLEX	Only one message can be sent in any direction at a time. Think of an airport paging system. Listen before talking.
TRANSMITTER	A device capable of emitting radio signals containing voice or data



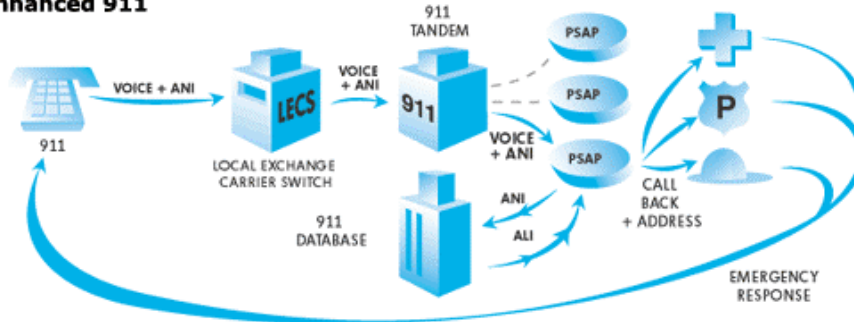
Unit 3 Information Sheet #3 9-1-1 Diagrams

Basic 911



It was very important for the dispatcher at the PSAP to obtain information from the caller about where the emergency was and where the caller was, then dispatch the correct authorities. Details about where to send responders were often hard to get. This problem facilitated the development of Enhanced 911.

Enhanced 911

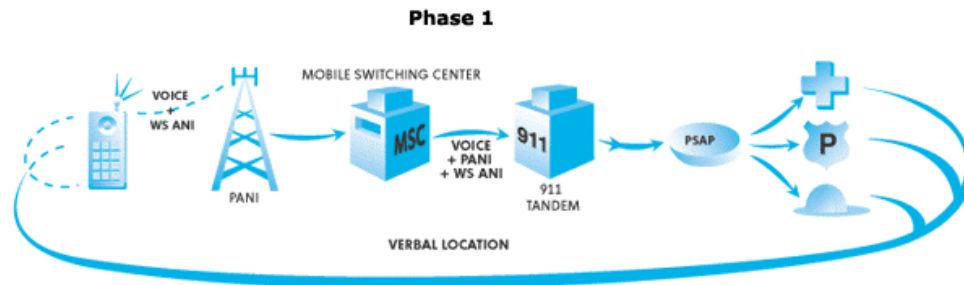


When a caller dials 911, the phone company sends the call, including Automatic Number Identification (ANI) to the network. With special equipment, the 911 tandem can read the ANI information and route the callback number to the appropriate PSAP. In addition, the PSAP has equipment to request and receive the caller's physical address or Automatic Location Information (ALI). As need for wireless phones grew, so did the need to provide a location of the caller to the PSAP. Hence FCC began Wireless 911 Phases.

Wireless 9-1-1

PHASE 0 Requires wireless carriers to transmit all 9-1-1 calls to a Public Safety Answering Point (PSAP), regardless of whether the caller subscribes to the carrier's service or not. The PSAP may be a state highway, county or city PSAP hundreds of miles away or at a local PSAP, depending on how the wireless 9-1-1 call is routed.

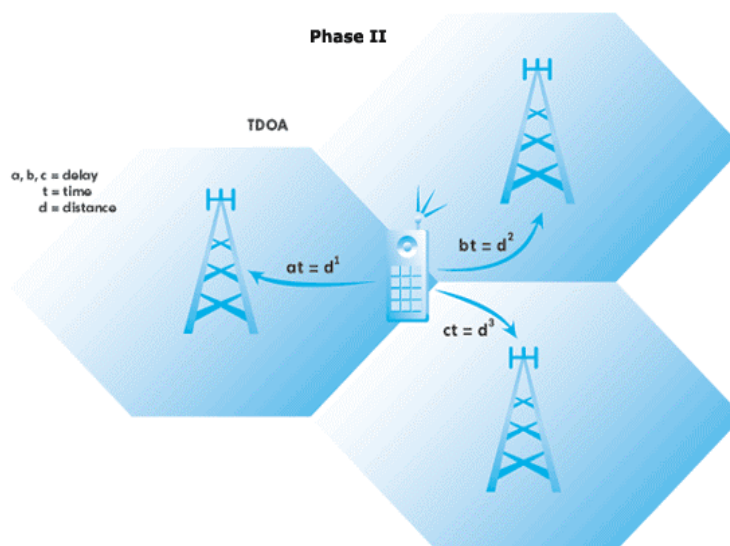
PHASE I Requires wireless carriers, within six months of a valid request by a PSAP, to provide the PSAP with the telephone number of the originator of a wireless 911 call and the location of the cell site or base station transmitting the call. (PANI - Pseudo ANI, WS ANI = Wireless Server ANI)



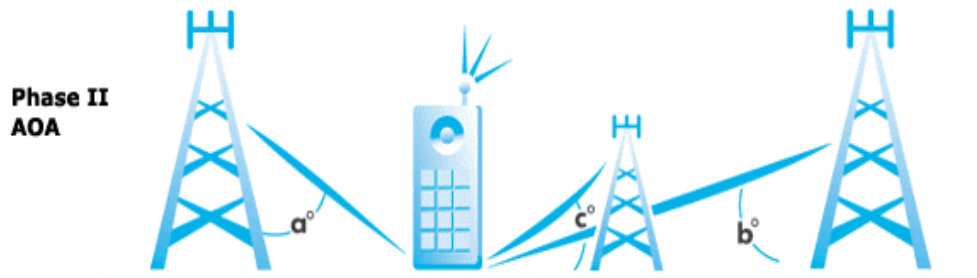
PHASE II Requires wireless carriers within six months of a valid request by a PSAP, to begin providing precise location information to PSAP's, specifically, the latitude and longitude of the caller. This information must meet FCC accuracy standards – generally, it must be accurate within 50-300 meters (depending on the type of technology used). Wireless phones will have GPS devices installed. Phase II began October 1, 2001. Expected completion date is December 31, 2005.

Note: GPS devices do not work indoors because the satellite cannot “see” the device.

There are different ways of doing this: Time Difference of Arrival (TDOA). Each tower in a TDOA System is able to measure the amount of time it takes to receive a phone's signal. This information is then translated to estimate the distance of the phone from the tower. By cross-referencing this information with other towers in the system, the phone's position is expressed in X and Y coordinates based on longitude and latitude readings.



Angle of Arrival (AOA) system uses the antenna arrays at the base station to determine the angle at which a wireless phone's signal arrives at the station. By comparing this angle of arrival data among multiple base stations, the relative location of the wireless phone can also be triangulated. This is also expressed in X and Y coordinates.



Some systems may actually use a combination of TDOA and AOA to get an even more accurate fix on location.

Unit 3
Information Sheet #4
“ Enhancing Dispatch Operations with Mobile Data ”
APCO Public Safety Communications Magazine, December 2001
John Dorr, Aether Systems, Inc

For many years dispatch operations have been the hub of police and fire departments ability to serve the public. The effectiveness of emergency services work depends on the ability of dispatchers to collect information accurately, enter it into their computer-aided dispatch (CAD) systems (assuming they have CAD) and ensure the data is delivered in a timely fashion to the field.

As the business of dispatch centers has evolved, tremendous differences have emerged from one operation to the next. In many cases, centers are small rooms with only two or three primary operators managing the call load for a small municipality or group of neighboring towns. Others are mammoth facilities with 100 or more dispatchers filling the room with the typical telephone response of “9-1-1, what is your emergency?”

Now as the world of mobile data is expanding rapidly within public safety, the prevailing opinion on mobile-data terminals (MDT's) is changing. No longer seen as a threat to dispatchers, they are becoming productivity-enhancers, making their activities mission-critical.

The Role of Voice Communications

Historically, the practice of dispatch has taken place almost exclusively via voice transmissions over analog radio systems. In this scenario, the need to dispatch a police unit to a scene is satisfied by a voice message from the dispatcher to the officer, often requiring requests for “repeats and fills” before all of the important information is received and confirmed by the responding unit.

An even more important drawback to voice communications is the inability to maintain security. The “emergency scanning business” became a booming industry, often compromising public safety services or investigative work.

One common complaint of dispatchers is the volume of calls they are required to manage, especially during busy times like weekend evenings. The public is better educated now in the proper use of 9-1-1, even using new 3-1-1 capabilities in some areas. Still, the problem of managing emergency calls has been complicated by non-emergency traffic such as “I’d like to report a pothole on Main Street” or “What phone number do I call to determine the status of my building permit application?”

And, of course, call - taking is only a part of the challenge. Field units constantly demand the services of dispatch to run NCIC checks during traffic stops, inquiries against in-house records-management data and so on.

Mobile Data Frees Dispatchers to Focus on Critical Activities

The concept of augmenting voice communications with mobile data is not new, but until the early 1990’s MDT’s capable of delivering in-car NCIC checks and other communications functions were limited to large metropolitan areas. Their cost, including the need for expanded radio infrastructure, software, hardware and support, was prohibitive for smaller agencies.

When affordable wireless mobile computing came on the market, a new world began to open up for dispatch operations. For the first time, dispatch operators were not the sole source for lookups and calls-for-service information. Now, officers could run their own license checks in the field, using fast and secure wireless mobile-data ... Moreover, the technology can be integrated with CAD and RMS systems so that call and records information can be sent wirelessly to assigned units with limited dispatcher involvement.

While it's easy to point out the productivity and efficiency advantages of using --mobile-data software, it is logical to ask whether there might be any corresponding negative impact on call-center operations. For example, will there be a need for fewer dispatch operators? How will technology affect their jobs and the kind of work they perform? For the most part, these concerns and others like them have been proven to be unfounded.

It has been discovered time and time again that implementing wireless mobile-data systems actually adds significant value to dispatch operations. Field personnel are now able to access law enforcement data directly, freeing dispatchers to focus on incoming emergency calls. Additionally, mobile-data technology provides an alternate form of communication when radio networks are jammed. In fact, mobile-data systems can act as the primary form of communication when traditional voice networks are unavailable.

This is exactly what happened on March 28, 2000, when a wave of powerful tornados touched down in Tarrant County, Texas, in the great Fort Worth area. Once the storms hit, virtually all the area's traditional voice-communications systems went down. However, the county's mobile-data system, running over their Cellular Digital Packet Data (CDPD) network, remained up throughout the entire ordeal, allowing dispatch to continue to distribute emergency calls to deputies and emergency crews. The county's mobile-data system saved lives and made it practical to marshal and deploy field assets, even when all other communications systems were down.

Enhancing the Work Environment of Dispatchers

A number of additional technology developments are providing further value for dispatchers and enhancing their day-to-day productivity. One emerging trend is the availability of a LAN-based mobile-data terminal as an added tool for the dispatcher. In addition to their traditional CAD/RMS screens, the dispatcher can use the same system being used in the field. Dispatchers can now communicate securely with field units and use the system as another method of obtaining NCIC data. Much of this functionality may exist within a CAD that is integrated with a mobile-data system, but having another device for communicating with field units can be useful. ...

Most call-center managers expect a noticeable decline in radio traffic between the field and dispatch once a mobile-data system has been deployed. ... For the average dispatcher, the stress is high and the pay is low, but the value of their work is immeasurable. The workload for dispatchers will likely stay the same, but a movement toward different and more useful task is taking place. ...

Ultimately, nothing will ever completely replace the voice -based interaction between dispatchers and field personnel. However, wireless mobile-data technology has had a profound and mostly positive impact. The combination of a more independent police/fire field workforce and a more productive dispatch center has confirmed the positive effect of mobile-data technology on improved safety and productivity.

Unit 3
Information Sheet #6
UCAN

Department of Public Safety 2002 Annual Report: The Utah Communications Agency Network (UCAN)

The Utah Communications Agency Network (UCAN) has been a communications partner with the Department of Public Safety since 1997. UCAN - a public safety radio network - required five years of planning and three years of construction before it was completed in January 2002. UCAN today serves 101 individual public safety agencies in nine Utah counties. The participating agencies include police, fire, EMS and other public safety communications users. UCAN is unique because state and local public safety agencies have chosen to combine resources and systems into one comprehensive 800 MHz radio system.

The completed UCAN system consists of fifty remote sites, towers and transmitting facilities connected to a central location. The system processes the calls and delivers them to the appropriate dispatcher or unit. The system has been especially designed to accommodate portable (hand held radio) communications coverage requirements.

The UCAN radio system is connected to 16 enhanced 9-1-1 communications centers located in various counties. Interagency agreements have been completed with Salt Lake County and Salt Lake City to share communications across system boundaries.

Our initial system test came beginning February 8, 2002 with the opening of the 2002 Winter Olympic Games. The UCAN system processed 8.5 million radio calls during the 17 days of the Games, meaning that 5.5 calls were processed every second. The UCAN system supported not only public safety, but also the needs of the Salt Lake Organizing Committee and their venue management communications. There were 15,600 radios tied to the UCAN system for 30 days prior to, during and after the Games. There were no system failures affecting the Games management or public safety.

After the Games ended, UCAN relocated some of the Olympic infrastructure to enhance critical UCAN sites. This additional infrastructure (towers and transmitters) improved access and efficiencies in the UCAN system. An added Olympic benefit was that handheld and mobile radios used during the Games were sold to local law enforcement agencies at greatly discounted prices.

A year after the Games, the UCAN system continues to perform well. Our average daily (24 hour) traffic loading averages 180,000 calls every 24 hours. This means that every two seconds, a public safety official is placing a radio call into the system. At current radio traffic levels, over 65 million radio calls will be received annually. UCAN has proven that it can process these daily calls successfully, and also handle those increased calls generated during emergencies.

We continue to strive to improve UCAN's system performance and coverage. UCAN looks forward to merging with the Salt Lake County Sheriff's radio system during 2003 to enhance our interoperability and communications. The merger will improve the network capacity and ability to meet expanding system needs. Gunnison Prison employees will also be able to utilize UCAN during the first quarter of 2003. UCAN is developing additional network expansion plans, identifying new service areas to better serve public safety agencies in Utah.

UCAN is recognized as a model of radio communications efficiency nationwide. During the last year, the UCAN executive director has been asked to speak at 20 association meetings across the nation regarding the success of UCAN. States who are embarking on building a new system routinely requested information on how this service program was successfully implemented in Utah.

In this world of uncertainty, public safety officials face new challenges every day. While there are many tools needed to respond to issues of homeland security, terrorism, and daily public safety emergencies, the basic tool necessary to manage such events is good communications. At UCAN, we take the responsibility of providing communications very seriously. Our board of directors, executive committee and staff continue to work towards making UCAN the best it can be in responding to meet Utah's public safety communication needs.

UCAN Talk Groups

A talk group is a Virtual Channel made up of individual users that need to communicate with other users with a specific function or responsibility.

Regional Talk Groups

The State is currently broken into six Region Talk Groups:

1. Davis Region
2. Salt Lake Region
3. Summit/Wasatch Region
4. Tooele Region
5. Utah Region
6. Weber Region

(The above six Talk Groups are the replacements for the statewide frequency as we have known it.) It is expected that the each region talk group will be monitored by the primary dispatch center. However, any region talk group can be monitored by any dispatch center if so desired.

The Region Channel concept shields a dispatch center from unrelated radio traffic. E.g., no need for traffic on Tooele Region to affect communications in Summit/Wasatch Region.

Examples of Use:

1. Generally, these channels are **NOT** to be used for major incidents that may or may not involve multiple agencies, areas and dispatch centers. The exception is a moving incident that will be or is likely to involve multiple agencies, areas, and dispatcher centers (i.e. an athletic event at one of the local colleges).
2. A chase that is going to or likely to involve multiple dispatch centers. A dispatch center would normally pass off to another center as the jurisdictions change, but they can continue to monitor the incident. The rationale for using region channels for this purpose is the relative ease of the officers involved being able to get to their regional channel.
3. The region in which the incident starts determines which of the region channels are used. If the incident starts in Weber County, the officers would switch to the Weber Region and stay on that channel, even if they ended up in Utah County. The dispatch centers and officers along the way would switch to the Weber Region Channel and the whole incident would stay there until the situation was resolved.
4. Any officer from anywhere in the system can talk back to their home area on their home region channel. A Davis County Deputy could talk to Davis Dispatch from Heber on the Davis Region Channel. The same Davis Deputy could also talk with the Wasatch/Summit dispatcher on the Summit/Wasatch Region Channel.
5. Region channels are **NOT** restricted to any one group, e.g. Police, Fire, Medical, Public

Works, etc.

Operation Talk Groups (Ops channels)

Operation talk groups are intended for specific incident assignments involving agencies from within their area.

1. Each county/region has 6 to 10 talk groups for specific incident assignments.
2. All agencies within the county/region have the Ops talk groups in their radios.
3. Some areas have assigned specific Ops channels to individual dispatch centers.
4. Each dispatch center should have an all area Ops channels available for use on their consoles and use any one of them if needed. In other words, if a center needs to borrow from another center they can do that.

Event Talk Groups

1. All UCAN system radios that have the capacity have 16 system wide Event channels.
2. One of the purposes of these channels is for large major events, such as the Olympics, or any other event requiring the response of *multiple agencies from multiple areas*. These talk groups allow any agency from anywhere in the system to have common channels. For Example: One of the local colleges has asked that they be allowed to use one of the event channels during their athletic events, allowing officers from outside the area to be on a common channel.

Air = Helicopter Landing Zone Talk Groups

It is becoming routine to land multiple helicopters at the same scene. Normally those aircraft prefer to be in communication with each other as well as the ground personnel in charge of the LZ. The point is that landing more than one helicopter, at the same time does not require the use of multiple talk groups.

1. Air 1 **Primary** / Landing Zone Channel (LZ) Air to ground communications. It is to remain an open channel for helicopter landings at various incidents.
2. Air 2 **Secondary** / Operational Landing Zone Channel (LZ) Air to ground communications.

Air 1 and Air 2 are not to be used as a dispatch channel!

Wide-Area Talk Groups specific to the need of Wild Land Fires

There are currently two channels available:

1. State Fire North
2. State Fire South

Talk-Around, Direct, Simplex, (Synonymous)

There are only five talk-around channels programmed by UCAN. These channels provide radio to radio communications and can be used within 4-5 miles of each other.

Unit 4 - Performance Objectives

BASIC TELEPHONE COMMUNICATION SKILLS

Minimum Training Time: 4 hours

UDC-5005 Without using reference materials **identify the proper methods, techniques, and skills necessary to handle calls for service and obtain information in an efficient manner while projecting a positive and professional image of commitment to service.** You must score a minimum of 80% or more on the Unit Exam and Final Written Exam to achieve competency.

Enabling Objectives:

1. Identify barriers that may complicate and cause failure in the communication process.
2. Identify active listening techniques.
3. Define expectations regarding the level of professionalism of a public safety dispatcher.
4. Identify call management techniques to deal with all types of callers.
5. Define "Hysteria Threshold" and identify techniques for breaking it.
6. Identify essential reasons to project a positive professional image over the telephone.
7. Identify the three primary reasons why eliciting information in a structured, systematic format is essential for the dispatcher and the officer in the field.
8. Identify the basic key questions that must be obtained on every call for service.
9. Identify two key questions required when verifying exact locations to ensure accuracy.
10. Identify initial questions on "in-progress" or "just occurred" calls.

11. Define the acronym TTY as it relates to service for the hearing and speech impaired.
12. Identify three methods to recognize a TTY call.
13. Explain why a TTY caller would repeat words in their message.
14. Define the acronym ASL in reference to the hearing and speech impaired.
15. Identify different abbreviations for communicating with TTY callers.

Required Student Learning Activities:

1. Attend the instructor's presentation on "Basic Telephone Communication Skills".
2. Read Information Sheet #1 – “ **Routine Call** ” (Article reprinted from *Chicago Tribune*).
3. Read Information Sheet #2 – Communication/Listening Skills.
4. Read Information Sheet #3 – Ten Rules of Call Management.
5. Read Information Sheet #4 – Where What When Who
6. Read Information Sheet #5 – TTY – Communicating with the hearing and speech impaired.
7. Read Information Sheet #6 – ASL/TTY Translations
8. Complete Exercise #1 on “ Questioning Techniques ” and turn in to Training Supervisor within 10 days of completion of this unit.
9. Complete Exercise #2 on “ Responding to 9-1-1 TTY Calls ” and turn in to Training Supervisor within 10 days of completion of this unit.
10. Complete the Unit Quiz for this section by achieving a score of 80% or higher.

Unit 4 - Evaluation

Progress Quiz

Student Name: _____ Date _____

1. List three questions to be included when asking “ where ” questions.
 - a.
 - b.
 - c.
2. List three questions to be included when asking “ who ” questions.
 - a.
 - b.
 - c.
3. The specific reasons why obtaining information from a caller in a structured sequence format is pertinent to the overall success of a call are:
 - a. Assures being thorough in obtaining information
 - b. Increases speed in gathering information
 - c. Safeguard for ensuring correct call classification and prioritizing
 - d. Assists in officer and citizen safety
 - e. Provides control of call and relays confidence and assurance to the caller
 - f. All of the above
4. The initial questions a dispatcher should ask the reporting party in an “ in-progress ” or “ just occurred ” call are:
 - a. What is the problem/incident? With a gun or knife?
 - b. Location of occurrence (house/business/apt) city?
 - c. Phone number
 - d. Time lapse
 - e. Suspects direction of travel (DOT) - on foot or vehicle
 - f. Type of weapon
 - g. Verify injuries
 - h. Vehicle/suspect description
 - i. All of the above

Unit 4 Quiz (cont.)

5. Circle the following four **primary** barriers that may complicate and cause failure in the communication process:
- | | |
|----------------------------|-------------------------|
| a. Past experience barrier | e. Receiver's knowledge |
| b. Human barrier | f. Attitude barrier |
| c. Language barrier | g. Voice inflection |
| d. Physical barrier | h. Emotional barrier |
6. The most accurate method in verifying the location and telephone number is to have the caller repeat back and verify the information to you.
- a. True b. False
7. Why is it necessary to ALWAYS verify the city where the emergency units should be sent?
8. It is crucial that the dispatcher always ask the reporting party (RP) if weapons are involved and/or the location of any weapons that are accessible. Obtaining this information is vital not only for the safety of the responding units but also for the safety of the caller/victims at the scene.
- a. True b. False
9. When a dispatcher has a “ feeling ” or “ hunch ” about a call, it is a waste of time to further interrogate the caller.
- a. True b. False
10. Professional control and calm persistence along with “ empathy ” are effective tools in defusing the most difficult situations.
- a. True b. False

Unit 4 Quiz (cont.)

11. Which is the most correct statement identifying the term TTY?

- a. Telegraph transmission dissemination for the DEAF
 - b. Text telephone teletype
 - c. Transmission television device for those with disabilities
 - d. Telecommunication telephone teletype
12. Circle the four **most common** reasons why many citizens calling for help become difficult and uncooperative.
- a. The public's perception of the interrogating, fact-find process is a waste of time, has no relevancy to the call, and an invasion of their privacy
 - b. Citizen's expect an immediate response and are inclined to become frustrated and angry with situations they do not understand
 - c. Many people respond differently in a crisis situation and react to their fear and lack of control over the situation
 - d. A person's cultural background determines his/her intelligence, education, and ability to communicate
 - e. The emergency dispatcher is too busy to have patience, project empathy or take time to deal with an uncooperative, abusive caller.
 - f. If the reporting party is intoxicated or on drugs, they are all belligerent and abusive callers
13. What does the acronym ASL mean?
14. Why would a TTY caller repeat a particular word?
- a. Emphasize important information
 - b. Indicates " a lot of "
 - c. To stress urgency
 - d. a and c
 - e. All of the above

Unit 4 Quiz (cont.)

15. List two ways you can end or complete TTY calls.

1. _____
 - 2.
-
16. What is "GA" the code for?
 17. Circle the code used to indicate a question when responding to a TTY Call.
 - a. AG
 - b. GQ
 - c. QG
 - d. Q
 18. Circle the three " tools " needed to assist in effective communication between both parties.
 - a. Replying, hearing, attitude
 - b. Feedback, listening skills, attitude
 - c. Listening skills, replying, knowledge
 19. Which of the following components of a telephone call is the most crucial?
 - a. Component #1: Greeting
 - b. Component #2: Interview
 - c. Component #3: Closing
 - d. All of the above
 20. List four effective calming techniques in breaking the " hysteria threshold ".
 - a.
 - b.
 - c.
 - d.

Unit 4 Quiz (cont.)

21. What are “ two valuable rules ” in call management when interacting with a difficult caller?
- a.
 - b.
22. The dispatcher's “ attitude and behavior ” does not influence or affect the outcome of a call or the safety of the responding unit.
- a. True b. False
23. A dispatcher can “ relax ” on low priority or routine calls.
- a. True b. False
24. Only deaf and hard of hearing people use a TTY.
- a. True b. False
25. What are three ways to recognize a TTY call?
- a.
 - b.
 - c.

UNIT 4
Exercise #1
QUESTIONING TECHNIQUES

Please answer the following questions in the space provided.

1. List the six questions to be included when asking “ where ” questions.
 - a.
 - b.
 - c.
 - d.
 - e.
 - f.

2. List the five questions to be included when asking the “ who ” questions.
 - a.
 - b.
 - c.
 - d.
 - e.

3. List the five benefits of structuring interrogation questions in a sequence format.
 - a.
 - b.
 - c.
 - d.
 - e.

4. List the eight initial questions a dispatcher would ask in an “ in progress ” or “ just occurred ” call.

- a.
- b.
- c.
- d.
- e.
- f.
- g.
- h.

5. What further information do you need to ask on the following questions?

- a. Type of residence:
- b. Business:
- c. Apartment:
- d. Location with no address available:
- e. Road/Street/Freeway system:

6. What is the most accurate method in verifying the location and telephone number of the caller? Why?

7. Why is it necessary to ALWAYS verify the city where the emergency units should be sent?

8. Without “exception” when asking questions concerning “ weapons ”, explain the importance of always asking if weapons are being used, threatened, or available and where the weapons are.

9. Why is following you’re a gut feelings ” and “ hunches ” an important tool for a dispatcher?

10. Explain five areas in which demonstrating professional control and a calm persistence along with “ empathy ” are effective tools in defusing the most difficult situations.
 - a.
 - b.
 - c.
 - d.
 - e.

UNIT 4
Exercise #2
ASL/TTY Translations

Translate to English:

1. LADDER FALL BROKE MY HUSBAND ON ROOF STUCK PLEASE TELL
FIREMAN COME
2. NEIGHBOR NOT HERE SON HAVE PARTY AND MAKE MESSY
3. HAVE MAN WINDOW OUTSIDE HIDE BUSH
4. MY DAUGHTER TAKE PILLS WAKE CANT
5. HLP 911 BABY HOT HOT HOT NOW BLU NOT AIR SLEEP SLEEP NOT WAKE
UP BABY WHAT ME DO Q GA

Translate to ASL:

6. *In which direction did the assailant flee?*
7. *What is the location of the disturbance?*
8. *I am sending help to your location.*
9. *Did your baby fall down the stairs?*
10. *Are you hurt? What is the extent of the injury?*

UNIT 4
Information Sheet #1
"A ROUTINE CALL"
(Reprinted from the *Chicago Tribune*)

Girl, 13, Slain After Police Label Call for Help Routine

A Miami police officer who classified as " routine " an emergency call made by a 13-year old girl minutes before she was raped and stabbed to death was relieved of duty Tuesday while investigators reviewed a tape of the conversation.

Glenn Metzler, the officer who handled the call to the 9-1-1 emergency number Friday afternoon, was asked to explain his part in the incident to department heads.

There is a " good chance " Metzler will lose his job, said the commander at the Emergency Communications Center.

"She was so matter-of-fact and businesslike," he said of the victim. "Metzler should have asked more questions of the girl. He stereotyped the phone call. He forgot his basic training: every call is different. He just painted the situation with the same brush as all the others."

The girl had dialed the emergency number and quietly told Metzler that someone was trying to break into her house. He asked her the standard questions (her name, address, and telephone number) and assured her that he would send the police over.

However, Metzler, an 18-year police veteran, classified her call as a routing "34", a catch - all number for disturbances in which no one's life is in imminent danger. The police didn't arrive until 40 minutes later when her mother called and reported that her daughter has been raped and stabbed.

" It was a heinous act," the medical examiner's investigator said, " She died of asphyxiation due to strangulation and multiple stab wounds. Also contributing to her death was a cranial injury due to blunt trauma ".

The police are looking for a 15-year-old neighborhood boy who allegedly broke into the house earlier that day and fled after being confronted by the girl's mother in her bedroom.

The commander said the girl was babysitting with her one-year- old half-sister and her half-brother when she dialed the emergency number that day shortly before she was killed.

" You alone?" Metzler asked after taking her address.

" Yeah, I'm babysitting ".

" How old are you"?

"I'm 13".

“ Who’s out there?”

“ Some kid. He’s trying to get in.”

“ Some kid?”

“ He’s about 15-17.”

“ He live around there?”

“ Yes.”

After checking the spelling of the girl’s name and taking her telephone number, Metzler told her he would send the police over.

The commander of the center said calls of this nature come in all the time . . . neighborhood kids often terrorize their friends who are babysitting. The failing here was that Mr. Metzler decided this call was the same as a hundred other calls. He could have asked a simple question: why is he trying to break in? Her answer could have given the officer an idea of what was going on out there. Her lucid attitude and the fact that it was a neighborhood boy and it was the middle of the afternoon contributed to Metzler’s decision regarding the call.

It sounds so callous to say this, but we’ve learned a painful and valuable lesson

1. Never assume a situation from a caller’s attitude or voice.
2. Always obtain the necessary facts.
3. Never let attitudes or prejudices determine the way you handle calls.
4. Never be guilty of not caring or not trying to understand the caller’s situation.

UNIT 4
Information Sheet #2
EFFECTIVE COMMUNICATIONS/LISTENING SKILLS

1. **Want to listen.** Almost all problems in listening can be overcome by having the right attitudes. Remember, there is no such thing as uninteresting people - only disinterested listeners. Don't just act, be interested.
2. **Act like a good listener.** Be alert, sit straight, lean forward if appropriate, let your face radiate interest.
3. **Listen to understand.** Listen to gain a real understanding of what is being said. Look for the main ideas and points of view.
4. **React.** The only time a person likes to be interrupted is when applauded. At times dispatchers need to interrupt to control the conversation and get the information needed. Keep that in mind.
5. **Stop talking/Don't interrupt.** You can't listen while you are talking. Communicate - do not take turns talking. Interrupting is a very common problem because dispatchers often need to take control of the call. Never interrupt someone when they are trying to give you vital information.
6. **Empathize with the other person.** Try to put yourself in the other's place so that you can see that point of view. Empathy means the projection of one's own personality into the personality of another in order to understand him/her better or the intellectual identification of oneself with another.
7. **Ask questions.** When you don't understand, when you need further clarification, ask the questions. That's the only way you will get the information you need.
8. **Concentrate on what the other person is saying.** Focus your attention on their words, ideas, and emotions related to the subject. Look at what is said and what is implied. Look for non-verbal signs.
9. **Smile.** It comes through in your voice when you smile.
10. **Leave your emotions behind.** (If you can) Look beyond the caller's emotions at the moment; they're probably not functioning well due to a crisis. Try to push your worries, your fears, and your problems away. They may prevent you from listening well. .
11. **Get rid of distractions.** Control your environment as much as possible. Don't carry on two conversations at once. If there is too much background noise, ask people to be quiet.

12. **Concentrate on the main points.** (The big story) Concentrate on the main ideas and not the illustrative material; examples, statistics, etc. are important, but usually are not the main points. Get the correct situation. Don't let the caller get side - tracked.
13. **Share responsibility for communication.** Only part of the responsibility rests with the caller; the other part rests with the dispatcher. If you don't understand CLARIFY.
14. **Don't react to prejudices.** Everybody has prejudices, but don't let them cause you to assume something that is not true.
15. **Use the difference in rate.** You can listen faster than anyone can talk, so use this rate difference to your advantage by trying to stay on the right track, think back over what the caller has said. Rate difference; speech rate is about 100 to 150 words per minute; thinking is 500.
16. **Don't antagonize the caller.** You may cause the caller to conceal important information by being antagonizing in any number of ways; arguing, criticizing, talking down to the caller, showing a lack of trust in what they are saying, etc.
17. **Avoid hasty judgments.** Wait until you get all the facts before you make judgments. Make sure you ask the right questions and listen to the answers before assessing the situation. Pick up on the obscure.
18. **Listening is fun.** Develop this attitude. Make a game of seeing how well you listen.
19. **Capitalize on extra time.** Stay on track by entering the information into the CAD system as the person is talking to you. Analyze what the caller said as time allows
20. **Avoid hasty judgments.** Wait until you get all the facts before you make a judgment. Make sure you ask the right questions and listen to the answers first.
21. **Do not use jargon known only by public safety personnel.** Use simple words and sentences. Communicate to inform-not to impress. Don't attempt to educate the caller in terminology or the law. You could just make the caller feel dumb or start an argument.
22. **Be prepared.** Check resources. Know what you work with. Familiarize yourself with what details each division handles. Citizens call the police department for many reasons. To report crimes, to ask legal advice, to ask directions, to ask for services provided by other city or private agencies. A dispatcher must know which services their police/fire department (s) provide and which they do not. Further, you must know what group within the department handles each reported situation.

UNIT 4
Information Sheet #3
TEN RULES OF CALL MANAGEMENT

1. Remember to respond to the caller's **need, not** the caller's **behavior**.
2. **Careless** treatment of the victim can cause major problems in the victim's recovery from their crisis.
3. **Document** any conversation that the caller was extremely difficult and has a potential of negative impacts.
4. Remember everyone **reacts** to **their** crisis in **different** ways.
5. **Ask questions**. Asking the **right** questions will help you obtain the **right** answers. **Don't give up** until you have the answers you need.
6. Be aware of **trigger** words.
7. **Avoid** becoming defensive - **don't take it personal**.
8. Victims in crisis need a dispatcher to relay **control, understanding, confidence, reassurance** and allow them their **dignity**.
9. Utilize **repetitive persistence** as an **effective calming** technique.
10. **Professional control** and **calm persistence** along with empathy are **effective tools** in defusing the most difficult situations.

UNIT 4
Information Sheet #4
WHERE/WHAT/WHEN/WHO

Where? Always verify exact location including “ city ”

1. Where did the incident occur? Exact location / Type of Residence.

HOUSE	House/Apartment/Trailer/Duplex
APTARTMENT	Name of apartments/Apt #/Building #/Location with the apartment complex
BUSINESS	Name of Business/Floor/Suite #
ROAD/FREEWAY	Direction of Travel/which lane/in the intersection/which side of the road, mileposts, coordinates
No address available	Landmarks, structures, directions, closest cross-street, buildings, businesses, color-house/vehicle descriptions

2. Where should the emergency response unit be sent?
3. Where is the victim's location?
4. Where is the reporting party's (RP) location?
5. Where is the suspect's location?
6. Where is the weapon? (if there is a weapon)

****** The most accurate method in verifying the location and telephone number is to have the “caller” repeat that information back to you. Never rely on the ALI Screen for correct information.

What? What is happening?

When? When did the incident occur? Time Lapse is very important in helping to

Who?

determi

1. Who is calling? (Complainant: victim, third party, suspect, officer, witness)
2. Who is the suspect? // Do you know them? // How many suspects?
3. Who is the person needing help?
4. Who else is involved?
5. Who is there with you?

You may not ask every question on this page but it is apparent that there are many types of questions you can ask to assist the caller and the units responding.

UNIT 4
Information Sheet #5
TTY – COMMUNICATING WITH THE HEARING AND SPEECH IMPAIRED

Information provided from the Utah Community Center for the Deaf and Hard of Hearing and ADA – Americans with Disabilities Act.

A TTY is a device that is used in conjunction with a telephone to communicate with persons who are deaf, who are hard of hearing, or who have speech impairments, by typing and reading text. ADA requires that direct, equal access must be provided to all services of public safety agencies, including services such as emergency poison control information. A public safety agency cannot require TTY users to call a number that is different than the number used by voice callers. IE, a PSAP cannot require TTY users to call a seven-digit number when voice callers may dial the more familiar 9-1-1.

Types of TTYs



Figure 1

Hard Phone Connect / Portable Cell Hard Phone connect is referred to as an Acoustic TTY. Has two cups to cradle the handset. Works well in environments in which there are both TTY and Voice Callers.



Figure 2

Large Display TTYs // Good for visually impaired callers. Those with an adaptable screen have letters usually 2" high by 1" wide.



Figure 3

Direct connect TTYs // Eliminates need for standard phone, minimizes garble, dials, transmits, receives via keys and monitor.

TTY callers can make calls anywhere, on any kind of telephone line, and with a variety of telephone handsets. Many dispatch centers now have built in TTY systems at their consoles.

Relay Utah

Sprint Communications provides a relay service for Utah. This service allows TTY callers and Voice callers to communicate with each other via phone. An operator will connect the TTY caller and the dispatcher OR vice versa, relay the message to the TTY user, and then relay the response. If you have never done a relay call, the operator will talk you through the process.

There is also a new statewide and nationwide telephone relay number that TTY and voice callers can use to access Relay Utah easier than dialing a local number or a toll free number. It is 7-1-1.

7-1-1 is **NOT** an emergency number and should not be confused with 9-1-1. However, some TTY users will utilize this number if they cannot obtain emergency services when dialing 9-1-1.

Relay Utah is slower than directly communicating TTY to TTY and is similar to bringing an interpreter on the line when you have a person that does not speak English. The exception with Relay Utah is the operator (Communications Assistant / CA) will also type any emotions or voice inflection they hear in your voice. If you sigh they will type "sigh" to indicate what you are doing. So treat this type of call with the same courtesy, respect and professionalism as you do with voice callers.

If a call comes in using the Utah relay system, always confirm address and phone number of the caller to ensure the call was placed to the proper PSAP.

Who uses TTY's?

American Sign Language (ASL) users, sometimes known as "culturally deaf."

Bilingual users of ASL and English. In this context, ASL may include a wide variety of manual communication forms.

Oralists and hard-of-hearing individuals who use their voices and rely on speech reading or residual hearing.

Deafened individuals - are deaf after hearing normally, usually after learning to speak.

Elderly Persons who lose their hearing sometimes called late-deafened adults.

Deaf people who know 'neither' ASL 'nor' written English. These people may speak but not write; they may be new Americans, or persons, who use home signs, gesture, or mime. Home signs being native to where they were raised.

Deaf-Blind individuals who use a device called a Telebraille to access the telephone network.
NOTE: Telebraille is slower than a standard TTY, and may jam easily.

Persons with speech disabilities may include people with single or multiple disabilities.

Other terms to be familiar with:

STS Speech to Speech / Speech disability – will use TTY

HCO Hearing Carry Over – Their hearing is fine, but they cannot talk. They will pick up the phone to hear what you say, then put the phone back on the TTY to type their response.

VCO Voice Carry Over – Their voice is fine, but they are hard of hearing. They will talk into the phone, then place the phone on the TTY for your response.

Dispatchers must be prepared to deal with all types of TTY callers.

Language of the TTY:

Some TTY users are familiar with Standard English that will be easily understood while others communicate primarily in ASL, a visual language vastly different from English.

ASL does not have a written form, but the implementation of TTY communications has resulted in the evolution of an informal written language called "TTY ASL."

The difference between ASL and English can be confusing for dispatchers. To many of those who learn English as their primary language, the process of communicating by hand shapes, motion, facial expressions and body is unfamiliar. In addition, sentence structure of ASL can be very different from English.

The placement of a word in a sentence on the TTY can change the whole meaning of the

sentence. Dispatchers must pay special attention to word placement since they cannot rely on voice tone or inflection as they do with voice callers.

"Structure words" are missing on a TTY. Articles, prepositions, and similar words may be ignored and callers may communicate almost entirely through the use of "content words."

Avoid words that cause confusion as well as idiomatic language on the TTY. Keep language as simple, clear and literal as possible.

TTY calls will often repeat a particular word in order to emphasize important information to indicate "a lot of" or to stress urgency.

There are several different types of sign language.

PSE - Pidgin Signed English is often called "contact sign," this informal hybrid may be used by persons who learn some signs to converse with deaf co-workers or acquaintances. Reflects some grammatical elements of ASL, but relies heavily on English structures and finger-spelling.

MCE - Manually Coded English is a form of communication that uses a series of hand shapes to encode English words and English word order. For example, manually coding "I like ice cream" and "Mocha is like coffee with chocolate" will use the same sign for "like" in both cases. Rather than use a sign that means "to enjoy or feel affection for," and "the same as or similar to."

SEE - Signing Exact English is a manual coding system which utilizes signs to convey English sentences with the precise word order of written or spoken English. In SEE the word for "understand" is not a sign indicating comprehension, but a combination of the signs for "under" and "stand." It is not a natural language, but a coding of English into signs.

Finger-spelling is another form of manual coding which uses hand shapes for the alphabet to "spell out" words.

Cued Speech is used as an aid to speech reading. This method employs hand shapes made beside the speakers mouth to indicate such nuances as lingual and glottal (basically: throat-produced) sounds that are not apparent through visual observation.

ASL - American Sign Language is a fully developed signed language indigenous to the United States, which encompasses classic aspects of formal language such as grammar and structure rules and can incorporate regional variations and "dialects." Rules of appropriate ASL usage contribute to the ability to fully articulate both concrete and abstract ideas and philosophies.

When ASL is communicated through typing, it becomes TTY-ASL, and many of the visual elements crucial to clear communications are lost. It is vital to "see" what is being "said." No two (2) TTY calls are exactly alike.

TTY users can, to some extent, make up for the lack of visual cues by typing expressions such

as: (smile) to indicate mood or intent. Word-for-word translation of ASL may look like bad English, but it is no different than translating a foreign language into English word-for-word. ASL is a visual/spatial language that was never meant to be written directly into English words. TTY-ASL can be very difficult to interpret for both dispatchers and those fluent in ASL.

Using the TTY

**** Before using a TTY, check the instruction manual and become familiar with the equipment.**

The Americans with Disabilities Act -- Access for 9-1-1 and Telephone Emergency Services

ADA states that "PSAPS must train their call-takers to effectively recognize and process TTY calls. Call Takers must be trained in the use of TTY equipment and supplied with information about communication protocol with individuals who are deaf, or hard of hearing, or who have speech impairments."

ADA also recommends that training should be mandatory for all personnel who may have contact with individuals from the public who are deaf, hard of hearing, or who have speech impairments. PSAPs should require or offer refresher training at least as often as they require or offer training for voice calls, but at a minimum, every six months.

How to recognize a TTY call

- 1. The line is silent after you speak to the caller.** Many TTY callers wait quietly until you type an answering TTY message. Silence on the line can mean the caller is using a TTY. ADA rules and regulations state that a TTY caller does not have to press the space bar or make any kind of noises to let you know they are using a TTY. They are to be treated in the same respect as a voice caller.
- 2. You hear an electronic tone or a series of tones (not similar to a fax tone.)** Some TTY callers press the space bar when you answer the phone. The beeping you hear is the sound of Baudot Code, and a signal to answer with your TTY.
- 3. You hear a repeating recorded message announcing that there is a TTY caller on the line.** Some newer TTY's transmit a message such as "Hearing impaired caller, Use TTY / TDD" Turn on your TTY on to answer the call.

How to answer or place a TTY call

1. (Direct Connect) – Turn on the TTY, hang-up the headset
2. (Acoustic) – Place handset in cups, with the cord on the left side

Note: Connecting to a TTY caller may take longer than with voice callers. The "signal" light on the TTY will flash as the phone rings and will become solid once a connection has been made.

3. Greeting – Identify yourself immediately and type "GA"
(If placing the call, state your purpose as well before typing "GA")

Note: Modern TTYs use an electronic tone which is known as a baudot code, and thus, only allows transmission to work in one direction at a time. Therefore, each party needs to let the other know when a thought is completed and a reply is expected. For this purpose, abbreviations have been created to help with the flow of conversation

If you do receive a silent call, it is a good idea to send out a signal to see if the caller is using a TTY. If you do not get an immediate response, do not hang up. Make several additional attempts to get a response, then follow your agency's procedures for responding on a silent call.

Keep conversations moving quickly, simply, and logically.

Be brief, direct, and to-the-point.

Use acronyms (after confirmation) - Make sure the caller knows what it stands for.

Type HD or HLD if you must place the caller hold.

Always keep the caller informed.

4. Use necessary abbreviations

Abbreviations that **MUST** be used:

GA Go ahead, it is your turn to type.

Q, QQ Question or inquiry

GA SK Go ahead or stop keying – indicates that you are ready to stop keying
GA to SK (SK), and disconnect. Gives the other person an opportunity to continue
GA or SK or SK.

SKSK Stop keying, stop keying – indicates the call is being terminated.

Other abbreviations you might see:

ASAP	As soon as possible
AMBL, AMBU	Ambulance
CD, CLD, HLD, HD	Could / Hold
CLR	Clear
CUL	See you later
CUZ	Because
DR, DOC	Doctor
HCO	Hearing Carry Over – TTY user will use his/her hearing during the call.
IMPT	Important
INFO	Information
MIN	Minute
MSG	Message
NBR, NU	Number
OIC	Oh, I see
OPR	Operator
PLS	Please
R, U, UR, URS	Are, You, Your, Yours
SD, SLD	Should
THX	Thanks
TMW	Tomorrow
TTY	Teletypewriter
VCO	Voice Carry Over – TTY user will use his/her voice during the call.
XXXX	“Erases” mistake, error, erase

Additional TTY communication tips

Most TTY callers do not use punctuation due to delay, possible malfunction with the “shift” key, or breaking rhythm – IE, punctuation involves two or more key strokes and it slows down their typing.

- * Do not use commas, periods, question marks or similar punctuation.
- * Instead of periods, use spaces between sentences.
- * Use a “Q” instead of a question mark. U SEE FIRE Q
- * Contractions are used without punctuation. DONT, CANT, YOULL
- * Avoid using articles and pronouns.
- * Do not backspace on mistakes, type four or more “X” and then retype the word.
- * Take notes during the call and use them to piece together what is happening. If you are not sure of an abbreviation, ask for clarification, but do not assume.
- * Let your caller know what action you are going to take.

If at all possible, do not transfer a TTY caller. Take down the information and inform the appropriate agency yourself. This is mostly with emergency calls. For non-emergency calls, give the TTY caller the appropriate agency number or state relay number.

Trouble Shooting Transmission Problems

TTY calls can become garbled due to weather conditions, telephone line interference, or external noise. If you are having problems with your TTY, try the following procedures to correct the problem.

No message is displayed

- * Check the cable connections
- * Make sure the TTY is plugged in and the on/off switch is on.
- * If the TTY is directly connected to the phone line, make sure the telephone line is plugged securely into the TTY and into the telephone jack.
- * If the TTY is powered by batteries, check to see if they are weak.
- * Otherwise follow your in-house policies and procedures to correct the problem.

Garbled numbers and letters

It is important to note that if you are receiving a garbled message, the caller may or may not be receiving one from you.

- * Bad connection, TTY malfunction, or caller is typing faster than TTY can transmit or receive data.
- * Poor connection of the acoustic couplers or static in the line.
- * Tap space bar three (3) times to reset TTY's signal reception.
- * If this does not work, tell the caller immediately of the problem. MSG Garbled PLS Repeat
- * No resolution - treat the call as a 'silent call' and follow your agency's policies and procedures for this type of call.

UNIT 4
Information Sheet #6
ASL/TTY TRANSLATIONS

1. FIRE ACROSS HOUSE ... WINDOW SMOKE UPSTAIRS

The house across the road is on fire. There is smoke pouring out of the second-story window.

2. GATE STOP LOOSE MY BABY FALL STAIRS

The safety gate came loose. My baby has fallen down the stairs.

3. WIFE EAT CHOKE NO BREATH FACE BLUE NOW

My wife choked on food. She is not breathing. She is starting to turn blue.

4. FRONT DOOR OPEN AND MY CHILD NOT HERE OLD THREE FINISH LOOK ALL HOUSE BUT NOTHING

The front door was open and my three-year old is not around. I have looked all over the house.

5. MY DAUGHTER HURT WITH SWING HEAD BLOOD HAVE CAR NONE

My daughter was hit by a swing in the yard. Her head is bleeding. I have no car.

6. HOW I TALK WITH DOCTORQQ NEED INTERPRETER

How will I communicate with a doctor. I need an interpreter.

7. 24 HOURS CANT SLEEP

I could not sleep for 24 hours

8. CANT BREATH AND FEEL WEEK HAVE PACEMAKER

I cannot breathe and I am feeling faint. I have a pacemaker

Unit 5 - Performance Objectives

LAW ENFORCEMENT DISPATCHING

Minimum Training Time: 4 hours

UDC-5006 Without using references, **describe the techniques, terminology, and responsibilities required of a law enforcement dispatcher and the multi-tasking and prioritization procedures required in handling emergency and non-emergency calls.** You must score a minimum of 80% on the Unit Exam and Final Written Exam to achieve competency.

Enabling Objectives:

1. Identify two types of professional radio languages used within the state of Utah
2. Identify three radio voice techniques including voice control, diction, and conservation of air time.
3. Describe five basic radio principles and procedures used when working with officers in the field.
4. Identify three reasons why it is essential for a dispatcher to accurately track all officers in the field and to maintain communications with the officers at all times.
5. Identify two essential multi-tasking procedures necessary to maintain accurate flow of information while simultaneously dispatching radio and telephone traffic.
6. Identify the process of dispatching routine and critical calls.
7. Identify three officer-initiated activities and requests a dispatcher may receive from an officer in the field.
8. List five law enforcement incidents in police dispatch priority.
9. Identify three techniques utilized in prioritizing and controlling multiple radio traffic received from officers in the field.
10. Identify three mutual aid resources available to law enforcement agencies.

UDC-5007 Utilizing emergency dispatch radio simulation equipment and/or practical test scenarios, **perform job-related radio dispatch functions using all applicable skills and knowledge in a simulated working environment.** You must score a minimum of 85% on the Practical Skill Exam evaluated by Instructors.

Given a work simulation activity, dispatch a call for service regarding at least four of the following:

- a. Crime in progress
- b. Alarm call
- c. Domestic violence/family disturbance
- d. Traffic incident
- e. Chase in progress incident

Dispatch the call using proper radio techniques, radio broadcasting rules and regulations, and radio codes/free speech. Prioritize radio traffic, maintain officer safety, keep track of field units and give status up-dates to field units, dispatch back-up units, and broadcast dangerous information, and coordinate available field resources. (BOLO, ATL).

Required Student Learning Activities:

1. Attend instructor's lecture on "Law Enforcement Dispatching".
2. Read Information Sheet #1 – **"Police and Dispatchers – We Really do Need Each Other"** (APCO Reprint).
3. Read Information Sheet #2 – Utah State 10-code.
4. Attend and participate in the radio skills lab.
5. Complete the practical skill lab by achieving a score of 85% or higher on your evaluation by an instructor.
6. Complete Exercise #1, Exercise #2 and Exercise #3 and turn in to your Training Supervisor within ten days of completing this unit.
7. Complete the Unit Quiz for this section by achieving a score of 80% or higher.

Unit 5 - Evaluation

Progress Quiz

Name _____ Date _____

1. In emergency situations, dispatchers should speak _____ and _____ in order to keep their voice sounding normal.
2. What is the code for visitors present?
3. Define ATL
4. What are the two most important things an officer needs to give a dispatcher when making a traffic stop?
 - a.
 - b.
5. What is military time for midnight?
6. Identify at least two types of professional radio terminologies used within the State of Utah.
 - a.
 - b.
7. Prioritize the following
 - a. _____ Bank robbery in progress
 - b. _____ Information residential burglary
 - c. _____ Hit and Run accident with injuries
 - d. _____ Domestic dispute - negative alcohol or weapons involved
 - e. _____ Runaway
8. When should a dispatcher ask for a status check?

9. Which response indicates the five main reasons why a dispatcher should continually utilize a structured format on all radio transmissions
- a. Facilitates effective communication between officer and dispatcher
 - b. Assists with dispatch speed and accuracy when relaying information
 - c. Saves air time
 - d. Organizes and prioritizes vital information to relay
 - e. Assists in officer safety
- 1. a, b, c,
 - 2. b, c, d, e
 - 3. a, b, d, e
 - 4. All of the above

UNIT 5
Information Sheet #1
DISPATCHING IN PUBLIC SAFETY COMMUNICATIONS

Police and Dispatchers
We Really Do Need Each Other

(Reprinted from the APCO Bulletin)

By Police Chief Orval Kaag

Hoopeston, Illinois

Officer safety frequently depends on radio communication. Cops want perfection, and dispatchers want respect. It should be ... but is not always ... a marriage made in heaven.

"An officer's down ... he's been shot ... we need assistance now ... hurry. We're following the suspect's car. Hey, they need medics ... get the medics out there." Sound waves relayed the fear, the anger and the helplessness as the shaken voices of law enforcement radioed in to the communications center.

Not long after the officer was shot, calls flooded the center for additional assistance. The pursuit of suspects led to a high-speed chase across three counties, resulting in a car accident involving one of the squad cars. Some officers radioed that an officer was trapped in the car. Others said no one was injured or trapped.

"We're trying to send out the appropriate equipment, so it becomes very complicated," communications radioed.

If information contradicts itself within the police community, envision the inaccuracies that dispatchers deal with from the general citizenry.

Traditionally, officers haven't taken their dispatch units very seriously. And yet, law enforcers' jobs and lives rely upon the information that telecommunicators transmit for prompt and proper response. In many instances, it really does come down to a matter of life and death.

Often the Only Link to Hope

A telecommunicator often represents the only link to hope in a life-threatening situation. Just like an officer, the dispatcher must make split-second decisions. Time waits for no one.

Officers know the voices of their dispatchers like streets of their beats. It's constant communication back and forth, day after day.

An older, terrified woman may be gasping for air, whispering into the receiver that someone has just broken into her home. Just like an officer, the dispatcher must make split-second decisions. The adrenaline pumps, the sweat beads, and the muscles tighten.

Minutes later, that same telecommunicator could be instructing a mother whose baby is turning blue or might be nurturing a father who just found his child drowned in a pool. A distraught teenager may call in to report the death of a friend who has overdosed on drugs. A vulnerable young wife may be screaming for help from her enraged spouse as the dispatcher overhears the sounds of gun shots.

Response Begins with Answering the Call

Response begins when a person gets an answer, not when a medic or officer pulls up.

The dispatch scenario changes from hour to hour, but it's not unusual for a dispatcher to have one phone cradled waiting for information, and several units radioing in while she contacts medics, fire trucks, squad cars and other equipment. Numerous officers may be talking at the same time, and typically, the dispatcher is simultaneously typing information into the computer and pulling up data. Then there are the frustrating calls about barking dogs and inquisitive residents wanting to know when their trash will be picked up. They don't know who to call, so they call 9-1-1. The dispatcher winds up serving as a referral agency as well.

We find that someone who can walk and chew gum at the same time makes a good dispatcher.

Dispatchers Play a Critical Role

While the dispatch job is similar in both rural and urban areas, some factors shake things up a bit. In urban areas, the call volume is usually much more vast and involves more critical incidents like shootings, stabbings, and muggings. As a result, the dispatcher can't get as involved in the call because too much is happening at a rapid pace.

This leads to greater psychological pressures as well. But big-city dispatchers are usually responsible for only certain sectors such as police or fire.

That's not to say that the rural pace is all fun and games. Remote communications centers like ours here in Hoopeston often have only one person on duty who is responsible for everything - all of the field units, all of the public safety agencies, all of the public and sometimes even part-time record-keeping. When a storm hits, an accident occurs or some other critical incident breaks loose, it can wreak havoc and demand action nothing short of a miracle.

Stress breeds stress. Although communication centers deal with emergencies on a daily basis, some situations take their toll on the dispatchers. If someone dies or gets injured during the phone call, it's particularly rough on dispatchers. As with officers, critical incident stress takes its toll.

Last year when an officer in Illinois was killed in the line of duty, the dispatchers had a tough time coping. One of the dispatchers happened to be a friend of the officer, making matters worse.

Dispatchers often will second-guess what they did in a tough situation. All they can do is rely on their information and training to do the best they can. Some, however, never recover from a trauma.

Stress manifests itself in discreet ways as well. Very often, officers' expectations supersede the capabilities of dispatch, causing discomfort for dispatchers. They can't be all things to all people any more than a cop can.

First of all, these dispatchers aren't out in the line of fire. They rely on what people tell them and must make subsequent decisions from the details, some which are sketchy at best. Pleas for help pour in from panicked victims, vulnerable children, fearful parents, injured citizens - people who are not in the clearest state of mind. Dispatchers work to ferret out as much as they can in the least amount of time ... a skill not easy to come by.

As a police officer, it is kind of strange to move to the communications area because most officers are not that involved in it and must be able to use the computers and other high tech equipment. As street cops, we should understand how much the dispatchers are required to do.

Who sends police to the crime scene? Who makes sure they're okay? I know that I have personally developed a strong appreciation for dispatchers over the past 32 years. I have observed dispatchers in action and have the utmost respect for what they do.

UNIT 5
Information Sheet #2

STATE OF UTAH COMMUNICATIONS OFFICIALS "TEN (10) CODE"

- 10-0 Use Caution
- 10-1 Signal Weak
- 10-2 Signal Good
- 10-3 Stop Transmitting
- 10-4 Affirmative (OK)
- 10-5 Relay (To)
- 10-6 Busy Unless Urgent
- 10-7 Out of Service
- 10-8 In Service
- 10-9 Say Again (Repeat)
- 10-10 Negative
- 10-11 _____ On Duty
- 10-12 Stand By (Stop)
- 10-13 Existing Conditions
- 10-14 Message/Information
- 10-15 Message Delivered
- 10-16 Reply to Message
- 10-17 Enroute
- 10-18 Urgent (Quickly)
- 10-19 (In) Contact
- 10-20 Location
- 10-21 Call (_____) by Phone
- 10-22 Disregard
- 10-23 Arrived at Scene
- 10-24 Assignment Completed
- 10-25 Report to (Meet)
- 10-26 Estimated Time of Arrival
- 10-27 License/Permit Information
- 10-28 Ownership Information
- 10-29 Records Check
- 10-30 Danger/Caution
- 10-31 Pick Up
- 10-32 _____ Units Needed (Specify)
- 10-33 Help Me Quick (Emergency
- 10-34 Time
- 10-35 Interdiction
- 10-36 Security Check
- 10-37 Gang Activity
- 10-38 Computer Down
- 10-39 Urgent (Use Lights and Siren
- 10-40 Silent Run (No Lights)
- 10-41 Beginning Tour of Duty
- 10-42 Ending Tour of Duty
- 10-43 Shuttle
- 10-44 Permission to Leave
- 10-45 Animal Carcass at
- 10-46 Assist Motorist
- 10-47 Investigate Suspicious Vehicle
- 10-48 Disturbing the Peace
- 10-49 Traffic Light Out at
- 10-50 Accident (F, PI, PD)
- 10-51 Wrecker (Needed)
- 10-52 Ambulance (Needed)
- 10-53 Traffic Control

- 10-54 Change to Channel
- 10-55 Intoxicated Driver
- 10-56 Intoxicated Pedestrian
- 10-57 Hit and Run (F, PI, PD)
- 10-58 Airplane Crash
- 10-59 Reckless Driver
- 10-60 Out of Car on Violator at
- 10-61 Motor Inspection
- 10-62 Request Permission Car to Car
- 10-63 Prepare to Make Written Copy
- 10-64 Vandalism
- 10-65 Juvenile Problem
- 10-66 Major Crime Alert
- 10-67 Net Message
- 10-68 Runaway Juvenile
- 10-69 Missing Person
- 10-70 Fire Alarm
- 10-71 Nature of Fire
- 10-72 Progress Report on Fire
- 10-73 Rape
- 10-74 Civil Disturbance
- 10-75 Domestic Problem
- 10-76 Meet Complainant
- 10-77 Return to
- 10-78 Back Up
- 10-79 Notify Coroner
- 10-80 Chase in Progress
- 10-81 Breathalyzer Report
- 10-82 Prisoner in Custody
- 10-83 Confidential Information
- 10-84 Visitor(s) Present
- 10-85 Victim(s) Condition
 - A. Fair
 - B. Poor
 - C. Critical
 - D. Possible Fatality
 - E. Obvious Fatality
- 10-86 Crime in Progress
- 10-87 Abandoned Car
- 10-88 Man With Gun
- 10-89 Bomb Threat
- 10-90 Bank Alarm at
- 10-91 Burglary
- 10-92 Theft
- 10-93 Unnecessary Use of Radio
- 10-94 Contact Your Home
- 10-95 Out at Home
- 10-96 Mental Subject
- 10-97 Test Signal
- 10-98 Prison Break
- 10-99 Wanted/Stolen Indicated

OPERATOR RULES

1. Decide what you are going to say before you pick up the microphone.
2. Listen briefly to make sure no one is using the channel.
3. If the channel is being used for emergency messages, delay your non-emergency communications.
4. Always use your state call number (i.e., 9A-512 when using the state radio system.
5. Keep transmissions short and simple.
6. Speak clearly, concisely, and in a normal voice.
7. Do not use profanity and jargon.
8. Remember, we are sharing radio frequencies and equipment between many agencies. Courtesy is vital.
9. Don't break into a broadcast or conversation unless your interruption is important.
10. Learn and use the 10-code. It is designed to make radio traffic more concise. Pre-coding helps alert the dispatcher to the nature of your call.

PHONETIC ALPHABET

A - Alpha (AL FAH)	N - November (NO VEM BER)
B - Bravo (BRAH VOH)	O - Oscar (OSS CAH)
C - Charlie (CHAR LEE)	P - Papa (PAH PAH)
D - Delta (DELL TAH)	Q - Quebec (KEH BECK)
E - Echo (ECK OH)	R - Romeo (ROW ME Oh)
F - Foxtrot (FOKS TROT)	S - Sierra (SEE AIR RAH)
G - Golf (GOLF)	T - Tango (TANG GO)
H - Hotel (HOH TELL)	U - Uniform (YOU NEE FORM)
I - India (IN DEE AH)	V - Victor (VIC TAH)
J - Juliette (JEW LEE ETT)	W - Whiskey (WISS KEY)
K - Kilo (KAY LOH)	X - X -ray (ECKS RAY)
L - Lima (LEE MAH)	Y - Yankee (YANG KEY)
M - Mike (MIKE)	Z - Zulu (ZOO LOO)

UNIT 5

Exercise #1

LAW ENFORCEMENT TEN-CODE WORKSHEET

Directions: Study the State of Utah Official Associated Public Safety Communications Officers “Ten-Signals” code sheet, and complete the following ten-code translations:

10-28	10-10
10-46	10-42
10-33	10-20
10-99	10-55
10-90	10-0
10-12	10-27
10-6	10-88
10-8	10-23
10-60	10-50
10-78	10-56
10-80	10-39
10-17	10-22
10-29	10-47
10-40	10-36
10-21	10-34

Unit 5
Exercise #2
LAW ENFORCEMENT DISPATCH PRIORITIZATION

Directions: Prioritize the calls by number; designating highest priority #1 through lowest priority #10.

_____ Family fight; both subjects involved have been drinking and one is armed with a knife.

_____ Teal-colored Ford truck broken down on a major highway, not blocking traffic.

_____ Respond to the office; pick up a rider.

_____ Respond to Mike's Grocery Store; report of baby locked inside a blue Chevrolet Sprint.

_____ Burglar alarm at Steven's Jewelers; alarm is silent, motion detector, front door.

_____ Respond to 2187 N. Front Avenue; reported vehicle burglary in progress. Suspect is a white male juvenile wearing blue baggy levis, Raiders jacket, black baseball hat.

_____ Contact Tessie Smith, 435 West 1500 South, regarding a found bicycle.

_____ Respond to 4-car accident with injuries, northbound freeway at exit 52.

_____ Respond to 123 Green Circle; report of a man down, bleeding from the head. Complainant heard gunshots coming from the residence.

UNIT 5

Police Radio Evaluation

Station _____

Student Name _____ S.S. # _____

Possible Points	Points	Yes	No	Partial	Action/Information
5					Responded quickly to radio
5					Dispatched info and details correctly
5					10-Code usage asked 10-84
10					Back-up sent
15					Full address/incident
5					Unit # and time
5					Off. request and details
15					Weapons advised
10					Suspect(s) description
10					Vehicle description
5					Direction of travel
5					DL (1027) and vehicle reg. (1028) readout
5					Furnished update
5					Professional radio demeanor
5					Concise-clear messages
5					Requests not forgotten
15					Officer safety: asked 10-84 (visitor present)
10					Tracked officers
					Overall Performance
20					Excellent
15					Good
10					Fair
5					Needs Improvement
0					Unacceptable

Rating Scale	94-100%	A
	89-93%	B
	85-88%	C
	80-84%	D
	0-79%	F

Possible Points _____ Points Earned _____ Extra Points

Total Points _____ **Overall: _____%**

Evaluator's Name _____ Date

Comments

UNIT 5
Exercise #3
SCENARIO INSTRUCTIONS

Police Radio

1. Each student should recall one specific incident, which they have experienced as a dispatcher that they would like to dispatch over again in an improved manner.

Write the scenario script	Incident
	Caller response
	Officer response

Use your own agency's policies and officers.

SCENARIO FORMAT

INCIDENT: _____

PHONE #: _____

REPORTING PARTY/CALLER NAME: _____

LOCATION OF INCIDENT: _____

RP/CALLER ADDRESS: _____

BACKGROUND INFORMATION FOR RP/CALLER:

INITIAL REQUEST FROM REPORTING PARTY:

POLICE RESPONSE

OFFICERS ON DUTY AND CALL NUMBERS:

BACKGROUND INFORMATION FOR POLICE OFFICERS:

Unit 6 - Performance Objectives

DISPATCHER/OFFICER SAFETY - WORKING AS TEAM

Minimum Training Time: 2 Hours

UDC-5008 Without using references, **describe the dispatcher's responsibility in officer safety and effective communication, how to prioritize officer safety in emergencies and hazardous or special response situations, and how to identify calls which require additional officers for back-up.** You must score a minimum of 80% on the Unit Exam and Final Written Exam to achieve competency.

Enabling Objectives:

1. Identify three special response teams and what type of incident require a special response team.
2. Identify responsibilities a dispatcher has in assisting officer safety.
3. Identify "safety" information that should be obtained and relayed to responding units.
4. Identify three field tactical goals that aid in officer safety on "high hazard" or felony traffic stops.
5. Identify three indicators that a problem may exist at the scene.
6. Identify a basic protocol used when fire and/or emergency medical services personnel are dispatched to a scene and law enforcement intervention is needed.
7. Identify two primary reasons why a "safety" update should be provided at each shift change or console rotation.
8. Identify three essential questions which must be relayed to officers responding to a "man with a gun" call.

Required Student Learning Activities:

1. Attend the instructor's presentation on "Dispatcher/Officer Safety – Working as a Team."
2. Complete Exercise #1. Interview one police officer and one firefighter/EMS. Then type a report on how they see the role of a dispatcher in their safety. Refer to the instructions on Exercise Sheet #1, conduct interview, and turn report in to Training Supervisor within 30 days of completing this unit.
3. Complete Exercise #2. Write an essay responding to the following two questions:
(Use space provided on page U-6-10)
 - a. Describe in as much detail and insight as you can why the dispatcher and the emergency response personnel in the field should always work as a team.
 - b. List five dispatch procedures necessary for the safety of citizens and officers.Turn report in to Training Supervisor within 10 days of completing this unit.
4. Complete Exercise #3. Recognizing incidents requiring special response teams. Turn in to Training Supervisor within 10 days of completing this unit.
5. Read Information Sheet #1 – "Officer Involved Shootings – Planning to Win" by Jennifer Hagstrom, Public Safety Communications, December 2001.
6. Complete the Unit Quiz for this section by achieving a score of 80% or higher.

Unit 6 - Evaluation

Progress Quiz

Name _____ Date _____

Instructions: Circle the most correct answer or answers to each question. For some questions, all of the listed answers may be correct.

1. List three types of “special response teams” utilized in Law Enforcement.
 - a.
 - b.
 - c.
2. List three incidents that may require special response teams to respond.
 - a.
 - b.
 - c.
3. Circle the priority responsibilities a dispatcher has in **assisting** officer safety.
 - a. Keeping track of location, type of call and time out on the call or stop.
 - b. Control the channel
 - c. Giving appropriate/priority information as soon as it is received
 - d. Document all radio traffic related to the incident.
 - e. a and c
 - f. All of the above
4. Circle five priority areas of **“safety”** information that should be obtained and relayed to responding units.
 - a. What type of incident, what is the location of the incident, what is the time lapse, are there any injuries, is there a weapon involved
 - b. What is the location of the incident, phone number, what is the time lapse, is there a weapon involved, are alcohol or drugs involved
 - c. What type of incident, what is the time lapse, is there a weapon involved, are there any injuries, what is the name of suspect
 - d. What type of incident, what is the location of the incident, is there a weapon involved, are alcohol or drugs involved, are there any injuries, where are the victims, what is the time lapse

Unit 6 Quiz, Continued

5. When an officer is on a “high hazard” or “felony” stop, a dispatcher’s responsibility is to document the time out and exact location of the officer, record and respond to all radio traffic, obtain and relay vital/safety information to the officer, and always do regular **“status checks”** on the officer(s) at the scene.
- a. True b. False
6. Indicators that a problem may exist at the scene are:
- a. No radio contact with the officers on scene
b. Citizens reporting an officer in trouble
c. Possible squelch breaks on radio that are not discernible – could indicate that an officer is unable to talk on the radio
d. Synchronous garble – When the strongest signal may drown out the others, but usually no clear message is discernible
e. a, b, and d
f. All of the above
7. Assuring back-up for an officer on specific incidents will assist in the officers safety.
- a. True b. False
8. The basic protocol used when fire and/or medical services are dispatched to a scene and law enforcement intervention required is: ***“Medical and/or Fire stand by until the scene is secure and officers on scene have advised that the area is secure and safe.”***
- a. True b. False
9. Police officers have the primary responsibility for their own safety. However, a dispatcher who fails to respond and document emergency radio traffic from an officer, or fails to record the officer’s exact location, has elements of responsibility in the officers safety.
- a. True b. False
10. The dispatcher and officer work as a **“team”** in officer survival.
- a. True b. False

UNIT 6
Exercise #1
INTERVIEW AND WRITTEN REPORT INSTRUCTIONS

1. Interview one police officer and one firefighter/medical person.
2. Suggested questions to ask:
 - a. What are the qualities you feel are essential in a public safety dispatcher?
 - b. What responsibility do you feel a dispatcher has in officer safety?/What responsibility do you feel a dispatcher has with regards to safety of Fire/Medical personnel at the scene?
 - c. What are the areas of concern with a dispatcher when you are in the field?
 - d. How important are relaying details on a call to you as an officer (Fire/Medical personnel) in the field?
 - e. How do you feel about status checks when you are on traffic stops/at the scene?
 - f. Does the way a dispatcher handles the initial call from a citizen affect officers (Fire/Medical personnel) in the field?
3. Written report must be a minimum of three and a maximum of five typewritten pages.
4. Written report must use correct grammar, sentence structure, and punctuation.

UNIT 6
Exercise #2
WRITTEN ESSAY TOPICS

1. Describe in as much detail and insight as you can why the dispatcher and the emergency response officer/personnel in the field should always work as a team.

UNIT 6
Exercise #3
Recognizing Incidents requiring a Special Response Team

What special response team(s) would be called for each of the incidents listed below?

1. Extrication of a non-compliant suspect from a difficult location.

2. Location of suspect(s) inside a given area.

3. Location of hidden narcotics.

- 4 . Location of a specific type of evidence in a large open space.

5. Tracing the route taken by and/or capturing fleeing suspects.

6. Threat to a public official (i.e. governor, mayor, president, etc)

7. Threat of a possible biological weapons attack.

- 8 . Public demonstration consisting of approximately 2000 people.

9. Child missing in the Uintah mountains.

10. Traffic accident involving a tanker loaded with 80,000 gallons of fuel that is leaking onto the highway. (not around water areas)

UNIT 6

Information Sheet #1

“Officer Involved Shootings: Planning to Win”

By Jennifer Hagstrom/Public Safety Communications, December 2001

Loosely based on a presentation by Heath Lowry, Salt Lake County (Utah) Sheriff's Office:

The tape - an in-car recording of the murder of a police officer on a traffic stop - is chilling. The presenter, a seasoned officer who has made this presentation many times, is unable to keep his voice from breaking as he tells of the dead officer's wife, 22-month-old daughter and new baby on the way.

This is understandable: a day previously, a Salt Lake City-area police officer, himself shot and killed on a traffic stop during the week of the APCO conference, had been buried. While the tape dealt with an incident that occurred in Georgia in 1998, the association was all too real.

The Importance of a Plan

Lowry's point - now that he had the undivided attention of his audience - was not to depress or sadden, but to stress that law enforcement officers must plan not only to survive, but also to win. Their radio operators need a plan as well.

Lowry knows whereof he speaks. In March 1999, he was confronted with a similar situation to that seen in the video - a traffic stop gone bad with the potential to turn fatal. The difference is Lowry went home, and the bad guy did not. Although the decision (if you can call a split-second reaction that) to shoot the suspect is clearly one Lowry has had difficulty making peace with, he firmly believes his situation resolved itself the way it did and he survived, because he had a plan - and he used it.

Lowry points out there is always at least one gun in every single law enforcement situation - because the officer takes it in with him. The potential for deadly force always exists.

The Crucial Role of Dispatch

“As dispatchers, we need you to take control of the air,” Lowry said. “You can't take control of the situation, because you're not there. But you've got to manage your frequency.”

He recounts an incident when he was new on the road and heard some other deputy screaming and the dispatcher said, “Deputy so-and-so, shut up and breathe, then talk.” Lowry said he couldn't believe that - until he realized the officer followed her instructions, calmed down, and became understandable.

Lowry spoke about the lifeline relationship between road officers and dispatchers. “If we fail you, you can't help us. If you fail us, you still can't help us. The responsibility you folks carry on your shoulders every day - well, it's more than I could bear.”

Managing the Radio

Dispatcher control is critical to handling life-threatening emergencies on the radio. Unfortunately, you can't let the radio traffic run itself, without structure, and then suddenly wrap an iron fist around it when something happens. For one thing, you won't know how. For another, no one else will have developed the habit of discipline either. For a third, if you wait until you really need control, chances are the event is already far beyond your ability to apply structure to it.

Habits of Good Control

Good control is a nebulous thing. You probably have operators in your center who never seem to quite have a handle on the radio, and others whose word is law. You may have noticed the road guys think the second group is bossy or difficult or aggressive, but they respect the second group. And the second group almost always contains the dispatchers they want on the radio "when something goes bad." You also probably have a difficult time quantifying the difference between the two groups.

Prioritization

Good control prioritizes radio traffic. The unit calling in a traffic stop gets priority over the unit calling at the same time who wants to go eat. The unit who wants to close out a call with comments gets told to wait until the unit who just checked out at a disturbance answers the first unit check.

Efficiency

Good control is efficient. Efficiency minimizes the time you are on the radio, freeing it for the guy who's in trouble.

When you have one unit checking available, a second unit checking on-scene and a third wanting to close a call, efficient handling dictates that for you, that's one transmission: "Unit One 10-8, Unit Two 10-97, Unit Three, go ahead." You do not, as we've all heard, answer Unit Three first and then go back to the other two later - if you remember to at all.

Efficiency is also giving the units everything they need to know - and nothing more. This means not reading the address of an apartment complex twice when you typically send people there 10 times a day and everyone involved could find it blindfolded.

Awareness

Good control is being focused on the radio when you're at the radio, as Lowry points out. Good control is also knowing what's going on elsewhere - and keeping those who need to know, in the know.

Do you know anyone who works a radio channel and keeps the Teletype channel (service channel) turned all the way down? This may be a bad idea for several reasons. First, if you can hear the Teletype operator giving a unit warrant information, you can advise his adjoining zone

of his status and location before he requests backup, if he does. The seconds you save there may save his life.

Second, what if the unit being so advised isn't checked out on anything? Suppose he's on routine patrol when he spots a known troublemaker, runs him and discovers there's a warrant out on him. When he comes back up on your channel to check out and/or request backup, all you need is his location - you've already got the rest of his story. He doesn't need to take his attention away from protecting himself to tell you what you would already have known if you had been listening.

Third, does the staff in your center learn Teletype before they learn radio? If that's the case, you can't afford not to have Teletype turned up. What happens if one of your units starts screaming for backup on that channel? The Teletype operator may not know how to handle it if he or she hasn't learned radio yet. Someone who does know how must be listening.

Additionally, good control is making sure Unit One on a call heard what Unit Two just said, particularly if it could pose a threat. Suppose you have two units on a disturbance. One comes up and tells you a witness advised him the suspect often carries a gun. If you don't hear the other unit acknowledge that, you should raise him and make sure he heard it. This leads nicely to the next aspect of good control.

Don't Assume

This one is said to everyone in public safety communications so often, it's hard to actually hear it. In the example just given, "don't assume" means "don't assume just because they're on the same call, they're together and know what each other is doing." Or that just because one answers the unit check, both are OK. Well-trained officers will answer "We're 10-04" or "I'm 10-04, but check on so-and-so." This can help keep you from falling into the assumption trap.

Sound Certain

Good control sounds confident. If you are in control of the radio, your voice has some authority behind it. It should be earned authority, too. Either you know what you're talking about, you'll find out or, when necessary, you'll admit you were wrong. Your units need to trust what you say is accurate and un-exaggerated and - here's that word again - doesn't assume more than you know. This requires you to think about what you're going to say and do a little QA on calls before you give them out, to ensure your information is complete and unambiguous.

Advance Planning

Specific to planning for officer-involved shootings and other emergencies, this one is critical. One of the most important questions you can get in the habit of asking yourself anytime it's busy - that is, anytime the answer to the question isn't obvious - is "if he hollered for back-up, who would I send?" Who leaves the meal unfinished, bails on the non-emergency call, gets called out of home if necessary? What other agencies are at your disposal in a given area? Is someone

working in an outlying area who should be called in close “just in case?” When a call for help comes, you should already have the answer at your fingertips, not be scratching your head in bewilderment.

Controlling Not Just the Radio, But the Unit

At times, you’re going to have to take control of more than the radio. Road units are human, not always in control, occasionally subject to panic - and at terrible risk when that happens. You must be calm, at all costs, and you must calm the unit.

During tense situations, road units will take part of their cue from you. If you are calm and in control, they are more likely to be as well. However, sooner or later someone will panic, as in the example Lowry gave where the dispatcher instructed the unit to “shut up and breathe, then talk.” Let’s examine that transaction and see why it worked.

First, she called the unit by name, not by the unit number. When people panic, they are functioning at a more basic level than usual - and what is more basic to any of us than our own names? By calling the unit by name, she increased the chance of getting his attention.

Moreover, most agencies don’t use personal names over the radio. In calling him by name, she was doing something unexpected, and something unexpected can often be enough to cause the panicked person to pay attention - and break the panic.

She used plain text. Again, she responded to the unit on a basic level, and our mother tongue, unadorned by codes and signals, is basic to all of us.

Last, what she said was unexpected. When was the last time you heard the words “shut up” over one of your channels?

The key to this is staying calm yourself. It is critical to remember calm must flow from you to the unit, not panic in the other direction. Then, when you have a unit genuinely in trouble, you’ll be able to help him get through it.

A Number of Victims

Officer-involved shootings have several victims, not just the person who was shot. In Lowry’s shooting, for example, the suspect died. Clearly, he was a victim. But so was Lowry and, not insignificantly, the radio operator who handled the incident. Lowry stressed the importance of getting relief and getting off the radio when it’s all over.

Not Over Till the Litigation’s Finished

Another point Lowry stressed was that the lawsuit filed against him by the suspect’s family was kicked out even before trial, in part because of the dispatcher who handled it. What did she do? Simple. She read the time, over and over and over. Every time she answered the units, she verbally time-stamped the tape.

Why is this important, especially in an era when most recording equipment time-stamps the tape automatically? It’s important because the jury hears the tape. So do the lawyers on the

opposing side, and it is pretty difficult for them to allege 20 minutes went by before anyone called for an ambulance (as was alleged in Lowry's complaint) when the tape of the incident reveals it was only 26 seconds (as was the truth in Lowry's incident) and you can hear the dispatcher giving the time as additional proof.

Know What You Can Handle

Going through a situation like Lowry's is heart wrenching, painful, frightening and traumatic. But it can show you what you can handle - and that knowledge can make all the difference in your career.

Lowry said shooting the suspect in his call was the hardest thing he ever had to do.

"But it was the best thing I ever had to do in my law enforcement career," Lowry said. "We in law enforcement go to work every day, wondering 'If I'm confronted with deadly force, will I be able to act?' I now know."

(At the time of this article, Heath Lowry has been with the Salt Lake County Sheriff's Office for more than seven years. He has a wife and four children.)

Unit 7 - Performance Objectives

CRIME CLASSIFICATION/DEFINITIONS - UTAH PENAL CODE

Minimum Training Time: 3 hours

UDC-5009 Without using reference material, **describe the major categories of crimes investigated by law enforcement officers; situations that fall under civil law; how law enforcement personnel may become involved; the different laws pertaining to juveniles and which agencies have jurisdiction over juveniles and which agencies have jurisdiction in certain civil matters as each of these is defined in the Utah Criminal Code.** You must score a minimum of 80% on the Unit Exam and Final Written Exam to achieve competency.

Enabling Objectives:

1. Have a basic understanding of legal terms and definitions found in the Utah State Code book.
2. Explain the three classifications of offenses.
3. Explain the differences between property crimes and crimes against persons. Give examples of each.
4. Given a set of circumstances define the type of crime that has occurred.
Give examples of one or more of the following.
 - a. Burglary (Residential, commercial, vehicle)
 - b. Robbery (Strong arm or aggravated)
 - c. Theft or fraud
 - d. Assault (Simple or domestic)
 - e. Rape (Object or aggravated) consent
 - f. Kidnapping
 - g. Custodial interference
 - h. Homicide
 - i. Stalking
 - j. Child abuse or neglect
5. Have a "working" knowledge of the Domestic Violence Act and explain cohabitation. Give an example of Domestic Violence crimes.
6. Explain the difference between an exparte, a protective order and a no contact order.
7. Explain law enforcement's responsibility in notifying victims of domestic abuse when suspects are released from jail.
8. Define how civil law applies to basic law enforcement situations.

9. Understand police limitations in civil standby situations.

Required Student Learning Activities:

1. Attend the instructor's presentation on "Crime Classifications/Definitions – Utah Penal Code."
2. Read Information Sheet #1 – Definitions.
3. Complete the Unit Quiz for this section by achieving a score of 80% or higher.

Unit 7 - Evaluation

Progress Quiz

Name _____ Date _____

Directions: Circle the letter of the answer or answers you think is correct.

1. You take a call from a frantic male who shouts at you "I've just been robbed!" He tells you his unattached garage next to his home was forcibly entered and items were taken. How would you classify this call?
 - a. Robbery
 - b. Criminal trespass
 - c. Burglary
 - d. Theft
2. A man and a woman are engaged to be married. Officer responds and finds the woman with a severe break to both bones of the wrist. They have no children together and have never lived together. The crime should be classified as:
 - a. Domestic assault
 - b. Simple assault
 - c. Aggravated assault
 - d. Domestic aggravated assault
 - e. Battery
3. A protective order violation, which is a class "A" misdemeanor, can be handled with a citation from a Peace Officer.
 - a. True
 - b. False
4. When a suspect arrested for domestic violence is released from jail, what type of order are they issued?
 - a. Restraining order
 - b. No contact order
 - c. Protective order
 - d. Parens patriae order
5. Which of the following is not a civil problem?
 - a. Ungovernable child
 - b. Traffic accident with injuries
 - c. Defamation of character
 - d. Landlord tenant dispute
6. It becomes a civil problem when a merchant accepts a partial payment from a suspect who wrote a "bad check".
 - a. True
 - b. False
7. A 33 year old male with no history of illness is found dead. There are no signs of foul

- play or accidental injury. How would you classify this call?
- a. Homicide
 - b. Suspicious circumstances
 - c. Unattended death
 - d. Suicide
 - e. None of the above
8. A person calls that wants to report his car being stolen. He says that he loaned his roommate the car three hours ago and he has not brought it back. How would you classify this call?
- a. Stolen vehicle
 - b. Breach of Trust
 - c. Civil problem
 - d. B and C
9. A man and woman have never lived together but have a child in common. They have an argument and the man slaps the woman as she is holding the baby. How would you classify this call?
- a. Simple assault
 - b. Domestic assault
 - c. Child Abuse
 - d. A and C
10. A woman calls to report that she found her husband's crack pipe in her child's room. The husband is guilty of? (How would you classify this call?)
- a. Child abuse
 - b. Child neglect
 - c. Child endangerment
 - d. None of the above
11. When the police respond to a civil standby they can force a person to give up property just because the complaining party claims the property to be his.
- a. True
 - b. False
12. Law enforcement must notify a domestic assault victim when the suspect is released from jail.
- a. True
 - b. False

UNIT 7
Information Sheet #1
DEFINITIONS

Act	A voluntary bodily movement, including speech.
Aggravated	Either a dangerous weapon was used in the commission of the crime, or substation or serious bodily injury occurred to the victim during the crime.
Arrest	An actual restraint of the person arrested or submission to custody. The person shall not be subjected to any more restraint that is necessary for his arrest and detention.
Attempt	A person is guilty of an attempt to commit a crime if, acting with the kind of culpability otherwise required for the commission of the offense, he engages in conduct constituting a substantial step toward commission of the offense.
Bodily Injury	Physical pain, illness, or any impairment of physical condition
Conduct	An act or omission
Deadly Weapon/ Dangerous Weapon	Any item capable of causing death or serious bodily injury. – or a facsimile or representation of the item; and the actor's use or apparent intended use of the item lead the victim to reasonably believe the item is likely to cause death or serious bodily injury; or the actor represents to the victim verbally on in any other manner that in the manner of its use or intended use is capable of causing death or serious bodily injury.
Elements of the offense	The conduct, attendant circumstances or the results of the conduct proscribed, prohibited, or forbidden in the definition of the offense; and the culpable mental state required.
Offense	A violation of any penal statute of this state.
Omission	A failure to act when there is a legal duty to act and the actor is capable of acting.
Person	An individual, public or private corporation, government, partnership or

unincorporated association.

Possess	To have physical possession of or to exercise dominion or control over tangible property.
Probable Cause	A higher standard than reasonable suspicion. Based on the circumstances and EVIDENCE , any reasonable and prudent person could conclude that a crime has been committed and the person being detained is the person who committed that crime. Trustworthy facts or knowledge sufficient for a reasonable person to believe that the suspect has committed or is committing the crime.
Reasonable Suspicion	Based on events or evidence, a suggestion that a crime may be occurring.
Serious bodily injury	Bodily injury that creates or causes serious permanent disfigurement, protracted loss or impairment of the function of any bodily member or organ, or creates a substantial risk of death.
Substantial bodily injury	Bodily injury, not amounting to serious bodily injury, that creates or causes protracted physical pain, temporary disfigurement, or temporary loss or impairment of the function of any bodily member or organ.

Unit 8 - Performance Objectives

POLICE CALL-TAKING CLASSIFICATION/INTERVIEW

Minimum Training Time: 6 hours

UDC-5010 Without using reference material, **identify and describe the guidelines used in different call interrogation protocols. Identify proper call prioritization.** You must score a minimum of 80% on the Unit Exam and Final Written Exam to achieve competency.

Enabling Objectives:

1. List two reasons why you should follow a protocol in asking questions on high priority calls.
2. List two situations in which you would keep a complainant/victim on the phone until law enforcement officers arrive.
3. Explain why a suspect vehicle description should be obtained before getting a physical description of the suspect on high priority calls.
4. List the questions, in the proper order, which should be asked on a robbery just occurred; include a breakdown on the proper way to obtain a vehicle and suspect description.
5. List three questions which should be asked if you receive a bomb threat.
6. List three questions which should be asked on a hostage situation.
7. List two questions which should be asked on a missing juvenile.
8. List two questions which should be asked on any type of dispute call.
9. Describe the difference in priority between a "man down" call and a "drunk" call.
10. List two questions which should be asked on an "attempted suicide" call.
11. After obtaining the location of occurrence, identify the most important question to ask on a "man with a gun" call.
12. Given a list of five different calls, list them in the proper order by priority.

UDC-5011 Utilizing emergency dispatch telephone simulation equipment and practical test

scenarios, **perform job-related telephone functions using all applicable skills and knowledge in a simulated working environment.** You must score a minimum of 85% on the Practical Skill Exam evaluated by Instructors.

Enabling Objectives:

Given a work simulation activity, receive a telephone complaint regarding at least four of the following:

- a. Crime in progress
- b. Alarm call
- c. Domestic violence/family disturbance
- d. Traffic accident
- e. Verbally abusive and belligerent caller
- f. Hysterical caller
- g. Bomb Threat
- h. Robbery

In response, gather relevant information, maintain control of the conversation in a positive and professional manner, communicate clearly with the complainant, verify details with the complainant and relay the information in a timely and logical manner.

Required Student Learning Activities:

1. Attend the instructor's presentation on "Police Call-Taking Classification/Interview".
2. Complete Exercise #1 on "Police Call Classification" and turn in to your Training Supervisor within 10 days of completing this unit.
3. Attend and participate in the telephone skill lab.
4. Complete the practical skill lab by achieving a score of 85% or higher on your evaluation by an instructor.
5. Complete Exercise #2 – Scenarios and turn in to your Training Supervisor within 10 days of completing this unit.
6. Read Information Sheet #1 – Amber Alert.
7. Read Information Sheet #2 – Bomb Threat Checklist.
8. Read Information Sheet #3 – **"Handling Calls from Airline Passengers"** Public Safety Communications, November 2001 (APCO)
9. Complete the Unit Quiz for this section by achieving a score of 80% or higher.

Unit 8 - Evaluation

Progress Quiz

Name _____ Date _____

1. List two advantages of following basic protocols when asking questions on any type of call, especially high-priority calls.
 - a.
 - b.
2. List two reasons why you would keep a complainant/victim on the phone until law enforcement officers arrive.
 - a.
 - b.
3. Explain why a suspect vehicle description should be obtained before getting a physical description of the suspects, especially on high priority calls.
4. List the questions, in the proper order, which should be asked on a Robbery just occurred.
 - a.
 - b.
 - c.
 - d.
 - e.
 - f.
 - g.
 - h.
 - i.
 - j.

Unit 8 Quiz, Continued

5. List the proper way to obtain a vehicle and suspect description.
6. List three questions which should be asked on a bomb threat.
 - a.
 - b.
 - c.
7. List three questions which should be asked on a hostage situation.
 - a.
 - b.
 - c.
8. List two questions which should be asked on a missing juvenile.
 - a.
 - b.
9. A "Man Down" and "Drunk" log are basically the same and should be handled as such.
 - a. True
 - b. False
10. On an "attempt suicide" the dispatcher needs to ask the method used and if the victim is violent.
 - a. True
 - b. False

UNIT 8
Exercise #1
POLICE CALL CLASSIFICATION

Consider the following calls. Please list what questions you would like to ask of the Reporting Party (RP) and what further steps you need to take to gather information so that you can dispatch the call with enough information.

1. Teenage male is calling to report an assault that occurred three days ago. The Reporting Party (RP) knows the subject.

ASSAULT

- (1)
- (2)
- (3)
- (4)
- (5)

2. Bartender calling to report a fight in the alley behind the establishment.

FIGHT IN PROGRESS

- (1)
- (2)
- (3)
- (4)
- (5)
- (6)
- (7)
- (8)
- (9)
- (10)

3. Female calling to report on-going problem with an obscene phone caller. The calls started last night and have continued regularly since then. It is now noon, she is at home alone.

TELEPHONE HARASSMENT

- (1)
- (2)
- (3)
- (4)
- (5)

4. A woman is calling stating her soon to be ex-husband is calling her at work threatening to kill her.

THREATS/DOMESTIC THREATS

- (1)
- (2)
- (3)
- (4)
- (5)
- (6)
- (7)

5. A woman is calling to report that she suspects child abuse at a neighbor's house. The kids told her kids that they are being abused by the live in boyfriend.

CHILD ABUSE

- (1)
- (2)
- (3)
- (4)
- (5)
- (6)
- (7)
- (8)
- (9)

6. A child calls to state that she has been abused by her teacher.

CHILD ABUSE

- (1)
- (2)
- (3)
- (4)
- (5)
- (6)
- (7)
- (8)

7. A woman calls to ask what she can do to prevent her husband from abusing her. He is not there now, but will be home in an hour from work.

DOMESTIC VIOLENCE

- (1)
- (2)
- (3)
- (4)
- (5)

8. A man calls from a J.C. Penney store to report that two small children have been left in a vehicle for the last half hour.

CHILD ABUSE IN PROGRESS/CHILD LOCKED IN A VEHICLE

- (1)
- (2)
- (3)
- (4)
- (5)

9. A 10 year old child is calling from a neighbor's residence to report that Mom and Dad are fighting and he is frightened that someone might get hurt.

DOMESTIC IN PROGRESS

- (1)
- (2)
- (3)
- (4)
- (5)
- (6)

10. A mother calls to report her two adult sons are physically fighting in her front room.

DOMESTIC IN PROGRESS

- (1)
- (2)
- (3)
- (4)
- (5)
- (6)

11. A man calls to report his ex-wife is outside yelling obscenities at him. This is a

continuing problem, he has called PD before about her. The last time she damaged his vehicle. He is not alone. His girlfriend is with him.

TRESPASS/UNWANTED

- (1)
- (2)
- (3)
- (4)
- (5)
- (6)

12. Woman states her ex-boyfriend is at the door pounding. She wants him removed from her doorstep.

TRESPASS/UNWANTED

- (1)
- (2)
- (3)
- (4)
- (5)
- (6)

13. A 15 year old boy wants to go home, he has been a runaway for a month.

JUVENILE PICK-UP

- (1)
- (2)
- (3)
- (4)

14. A woman calls reporting that her ex-husband has not brought back their 8 year old child. The child has to go to school in the morning. The ex-husband has permission to have the child but it is midnight and the child is not home.

CUSTODIAL INTERFERENCE

- (1)
- (2)
- (3)
- (4)
- (5)

15. A man calls stating that he wants an officer to standby and wait while he meets his ex-wife at a restaurant to pick up the child. He was told to call and request such assistance.

KEEP THE PEACE

- (1)
- (2)
- (3)
- (4)
- (5)

16. A woman calls screaming that her live-in boyfriend just took their child in the car. She feels he does not intend to bring the baby back.

DOMESTIC IN PROGRESS, OR KIDNAPING IN PROGRESS, OR CUSTODIAL INTERFERENCE IN PROGRESS

- (1)
- (2)
- (3)
- (4)
- (5)
- (6)
- (7)
- (8)

17. A business owner calls to request an officer to handle an embezzlement complaint.

THEFT

- (1)
- (2)
- (3)
- (4)
- (5)

18. A Denny's Restaurant employee calls to report a walk-out on a bill. It was a male and female who just went out the door without paying.

THEFT IN PROGRESS

- (1)
- (2)
- (3)
- (4)
- (5)
- (6)

19. A citizen calls to report the theft of tires from her vehicle sitting in her driveway.

THEFT

- (1)
- (2)
- (3)
- (4)
- (5)

20. A citizen calls to report a traffic accident. One of the vehicles have fled the scene.

TRAFFIC ACCIDENT/HIT AND RUN

- (1)
- (2)
- (3)
- (4)
- (5)
- (6)
- (7)

UNIT 8

Police Call Evaluation

Title _____

Call Type _____

Station _____

Student Name _____ S.S. # _____

Priority Technique	Yes	No	Partial	Poss. Points	Points
--------------------	-----	----	---------	--------------	--------

Location of Occurrence (Where are you calling from?)				5	
A. House/apartment/business				5	
B. Where to send emergency response				20	
C. Location of occurrence				5	
Call back number				5	
Time lapse				5	
Direction of Travel				5	
Weapons				15	
A. Weapon type				5	
B. Weapon description				5	
Injuries determined				10	
Vehicle description				10	
Suspect description				10	
Quick decision making				10	
Kept on line				10	
Correct call type				10	
Controlled call: Calming techniques				5	
Reporting party name/relationship (Reporting person)				5	
Public service/courtesy and tone of voice				5	

Priority Technique	Yes	No	Partial	Poss. Points	Points
Overall Performance					
Excellent				20	
Good				15	
Fair				10	
Needs improvement				5	
Unacceptable				0	

Rating Scale 94-100% A
 89-93% B
 85-88% C
 80-84% D
 0-79% F

Possible Points _____ Points Earned _____ Extra Points

Total Points _____ **Overall: _____%**

Evaluator's Name _____ Date

Comments

UNIT 8
Exercise #2
SCENARIO INSTRUCTIONS

Police Calls

1. Each student should write a scenario script for an incident. Which they feel would be challenging and which they would like to practice.

Write the scenario script	Incident
	Caller response
	Officer response

Use your own agency's policies and officers.

SCENARIO FORMAT

INCIDENT: _____

REPORTING PARTY/CALLER NAME: _____

LOCATION OF INCIDENT: _____

RP/CALLER ADDRESS: _____

BACKGROUND INFORMATION FOR RP/CALLER:

INITIAL REQUEST FROM REPORTING PARTY:

POLICE RESPONSE

OFFICERS ON DUTY AND CALL NUMBERS:

BACKGROUND INFORMATION FOR POLICE OFFICERS:

UNIT 8
Information Sheet #1
AMBER Alert

What is the AMBER Plan?

Utah's AMBER Plan – America's Missing: Broadcast Emergency Response – is a voluntary partnership between law enforcement agencies and broadcasters to send out an emergency alert to the public when a child has been abducted and it is believed the child's life is in grave danger.

Under the AMBER Plan, Utah radio and television stations initially interrupt programming to broadcast information about the abducted child using the Emergency Alert System (EAS). The public is also notified through flyers, electronic road signs, emails and other means.

AMBER Plan Guidelines

- ✂ The AMBER Plan is ONLY activated by law enforcement.**
- ✂ It is ONLY used for serious child abduction cases.**
- ✂ It should NOT be used for runaways or custody disputes unless the circumstance is life-threatening to the child.**

AMBER Plan Criteria

- ✂ Law enforcement believes a child has been abducted.**
- ✂ The child is 17 years of age or younger or is an individual with a proven mental or physical disability,**
- ✂ Law enforcement believes the victim is facing imminent danger, serious bodily injury or death.**
- ✂ Public information is available that could assist in the safe recovery of the victim or apprehension of a suspect.**

What happens when Utah's AMBER Plan is activated?

- _ The Emergency Alert System interrupts radio and TV programming for alerts.**
- _ Electronic highway and business signs post alerts and the suspect's vehicle information.**
- _ Highway advisory radio transmitters and the travel information phone line (511) provide information.**
- _ The Bureau of Criminal Identification sends more than 9,000 flyers with photos and details.**
- _ All law enforcement agencies are notified.**
- _ Ports of Entry inform all of their officers.**
- _ The Utah Trucking Association contacts all of their agents in the field.**
- _ The public can, upon request, receive alerts by e-mail, pager or any text- messaging device.**
- _ The National Center for Missing and Exploited Children is contacted.**

What Can You Do?

The public plays an essential role in the success of the Amber Alert. The plan relies on citizens to help locate abducted children before it's too late.

- ✂ Tune in to your local TV and radio stations for updated information about the abducted child or suspect. You can also call 511, Utah's Travel Information Line.
- ✂ Go to www.bci.utah.gov for more information and to sign up to receive alerts by email, pager or any text-messaging device. You can also go to www.fatpot.com to register for an alert ticker that appears on your computer screen or text-messaging device any time the AMBER Plan is activated.
- ✂ Be on the lookout for the child and suspect described in the alert message. The alert will include a telephone number so you can report sightings to that number as soon as possible. Call 911 if you are unsure of the number.

If you witness a child abduction, call 911 immediately. Be sure to note important information such as the physical characteristics of the child and suspect, the make and model of any vehicles involved (including license plate numbers if possible), and the precise location of the abduction.

In 1992, nine-year-old Amber Hagerman was kidnapped and brutally murdered in Arlington, Texas. Amber's death had such a profound impact on her community that it prompted law enforcement and broadcasters to develop an innovative emergency alert plan to help recover abducted children.

The Utah Attorney General's Office, Utah Department of Public Safety, Utah Chiefs of Police Association, Utah Sheriff's Association and the Utah Broadcasters Association launched Utah's alert plan in April, 2002.

The Rachel Runyan Award was later created to honor Utah citizens who help in the recovery of an abducted child. The award is named after Rachael Marie Runyan. The three-year-old girl was murdered in 1982 after she was kidnapped while playing with her brothers at a park in Sunset, Utah.

Does the AMBER Plan Work?

Tremendously! AMBER Plans have assisted in the recovery of more than 70 children in the United States. Utah was the ninth state to adopt a statewide AMBER Plan. Today nearly every state has a statewide child abduction alert plan, and on April 30, 2003, President George W. Bush signed a bill creating the National AMBER Alert Plan.

The AMBER Plan not only helps to recover abducted children but also acts as a deterrent to this type of crime. It sends a strong message that crimes against children are intolerable and that law enforcement, broadcasters and the public working together, have the power to rescue abducted children and apprehend their predators. Utah has an advisory committee to maintain the program's effectiveness. The committee establishes policies and

procedures, provides training to law enforcement and broadcasters, reviews each activation to ensure accuracy, and promotes the program to the community.

For More Information

Utah Attorney General's Office

(801) 538-9600

www.attorneygeneral.utah.gov

Utah Bureau of Criminal Identification

(Utah Missing Persons Clearinghouse)

(801) 965-4446

www.bci.utah.gov

Utah Department of Public Safety

(801) 965-4461

(800) 222-0038

www.publicsafety.utah.gov

Utah Department of Transportation

(801) 965-4000

www.dot.utah.gov

Utah Broadcasters Association

(801) 486-9521

www.utahbroadcasters.com

Utah Chiefs of Police Association

www.utahchiefs.org

Utah Sheriff's Association

www.utahsheriffs.com

National Center for Missing and Exploited Children (NCMEC)

(800) THE-LOST (843-5678)

www.missingkids.com

***Information taken from "AMBER ALERT – Utah's Child Abduction Alert System brochure.**

UNIT 8
Information Sheet #2
BOMB THREAT CALL CHECKLIST

When you receive a bomb threat call, be calm and courteous. DO NOT PUT THE CALLER ON HOLD. DO NOT ATTEMPT TO TRANSFER THE CALL. LISTEN TO WHAT IS SAID! Do not interrupt, let the caller talk. As s/he talks, record as much information as possible without becoming distracted from what s/he is saying. When the caller seems to be finished with his/her statement, attempt to obtain further information. Fill in the following blanks as quickly as possible.

Time of call _____ Male _____ Female _____
 Where is the bomb? _____
 What room? _____ When will it go off? _____
 How much time is left? _____ What kind of bomb is it? _____
 What does it look like? _____
 What will cause it to explode? _____

If the building is occupied, inform the caller the explosion will cause death and injury

Why is the building being bombed? _____
 How do you know about the bomb? _____
 Why are you calling? _____
 What is your name? _____ Where are you from? _____

Voice Characteristics

___ Loud ___ Raspy
 ___ Soft ___ Pleasant
 ___ Deep ___ Nasal
 ___ High ___ Intoxicated

Speech

___ Fast ___ Stutter
 ___ Slow ___ Lisp
 ___ Distinct ___ Slurred
 ___ Distorted

Language

___ Poor ___ Obscene
 ___ Fair ___ Profane
 ___ Good ___ Abusive

Accent

___ Local
 ___ Foreign
 ___ Racial
 ___ Present
 but not known

Manner

___ Calm ___ Angry
 ___ Rational ___ Irrational
 ___ Coherent ___ Incoherent
 ___ Deliberate ___ Serious
 ___ Emotional ___ Laughing

Background Noise

___ Office Machines ___ Trains
 ___ Factory Machines ___ Voices
 ___ Planes ___ Music
 ___ Animals ___ Quiet
 ___ Party Noise ___ Traffic
 ___ Undetermined

Remarks _____

Make necessary contacts/notifications per your agency's policies and procedures

UNIT 8
Information Sheet #3
Handling Calls from Airline Passengers"
Public Safety Communications, November 2001 (APCO)

What Should We Do? – Taking Calls From Airline Passengers

Considering the tragic events of September 11, 2001, and that several passengers on the hijacked planes made telephone calls from aboard the planes, the Arlington County (Va.) Public Safety Emergency Communications Center (PSECC) developed a procedure to handle 9-1-1 and other calls that may be received by the PSAP from a person aboard an airplane. We asked the Federal Aviation Administration (FAA) to review and approve the procedure, and it did.

The text of the procedure follows for any PSAP that may elect to replicate it. The telephone numbers listed in the procedure are to the FAA's National Operations Manager office located in Northern Virginia and are the numbers to call regardless of where the PSP is located in the United States.

At this time the FAA does not have a toll-free telephone number to this facility. If one is established, we will post it.

Ask these questions:

1. What airline carrier is the caller flying on (e.g. American, United, etc)?
2. What is the flight number?
3. Where did the flight last depart from?
4. What is the next destination of the flight?
5. Do you know where the plane is now located (e.g. somewhere over West Virginia, approaching Baltimore, etc.)?
6. What is the caller's name?
7. What seat is the caller in (e.g. 17-C, 29-F, etc.)?
8. Is the caller calling from a wireless/cellular telephone or an on-board telephone?
9. If the caller is on a wireless telephone, what is the telephone number?
10. What is the wireless telephone carrier (e.g. Cingular, Nextel, etc.)?
11. What is the on-board emergency?

After obtaining this information, immediately advise your on-duty supervisor and call the Federal Aviation Administration (FAA) at: 703-904-4525, 703-904-4453, or 703-708-5149 to report the information.

Based on the information reported, the FAA will determine what, if anything else, should be done.

We hope we will never be confronted with this type of situation. But if we are, we now have a procedure to handle it.

Steve Souder, Administrator
Arlington County (Va.) PSECC

Unit 9 - Performance Objectives

LEGAL ASPECTS OF PUBLIC SAFETY DISPATCHING

Minimum Training Time: 4 hours

UDC-5012 Without using references, **describe the basic functions of the criminal justice system, basic civil liabilities, dispatcher liability with police, fire, and emergency medical service agencies, and the written standard operating procedures which must be followed to limit exposure.** You must score a minimum of 80% on the Unit Exam and Final Written Exam to achieve competency.

Enabling Objectives:

1. Identify the primary reason for the necessity to follow EMD protocols and phrasing exactly
2. Identify four legal aspects of negligence in public safety dispatching
3. Identify how governmental immunity affects the public safety dispatcher
4. Identify the difference between civil and criminal law
5. Identify four requirements of a successful tort claim for negligence
6. Identify two types of civil liability faced by public safety dispatchers
7. Identify five areas where public safety dispatchers expose themselves to potential liability
8. Identify four ways public safety dispatchers can protect themselves and their agency from lawsuit
9. Identify two items in the communications center that can assist in liability protection
10. Identify what causes a "special relationship" to be established
11. Identify two reasons why a dispatcher would not be covered under the Governmental Immunity Act

Required Student Learning Activities:

1. Attend the instructor's presentation on the "Legal Aspects of Emergency Dispatching"
2. Answer the essay question in Exercise #1 and turn in to Training Supervisor within 10 days of completing this unit.
3. Read Information Sheet #1 – Legal Definitions.
4. Read Information Sheet #2 – **"EMD: A Standard Level of Care"** (APCO reprint).
5. Complete the Unit Quiz for this section by achieving a score of 80% or higher.

Unit 9 - Evaluation

Unit 9 Progress Quiz

Name _____ Date _____

1. List the four legal elements of negligence:
 - a. _____
 - b. _____
 - c. _____
 - d. _____
2. If your actions or omissions cause injury to someone and you acted purposefully and with such reckless disregard for the safety of persons concerned, you can be liable in a civil suit.
 - a. True
 - b. False
3. As long as a dispatcher is following the agency's policies and procedures in good faith, he or she cannot be held liable for damages caused by his or her actions of omission or any other action that was taken.
 - a. True
 - b. False
4. Explain the difference between Criminal vs. Civil law.

Criminal: _____

Civil: _____

Unit 9 Quiz (cont.)

5. Define negligence. _____

6. Under dispatcher liability, "Special Relationship" can be created by a promise or agreement to do something for someone.

a. True b. False

7. Under state law, list three reasons an emergency dispatcher would **not** be indemnified under the Government Immunity Act.

a. _____

b. _____

c. _____

8. If a dispatcher fails to dispatch as he or she was instructed, or fails to follow policies and procedures, the dispatcher may be found to be negligent.

a. True b. False

9. In emergency medical dispatching, what is the best "protection" in avoiding liability.

10. List five areas where emergency dispatchers expose themselves to liability.

a. _____

b. _____

c. _____

d. _____

e. _____

11. Approved training and state certification of dispatch personnel provides not only a standard of professional conduct, but in many cases it may also provide a basis for government immunity to those who are certified and perform their functions in good faith.

- a. True b. False

UNIT 9
Exercise #1
WRITTEN ESSAY TOPIC

In the course of your career as a public safety dispatcher, identify three goals you would like to achieve in order to develop or enhance your professional skills and performance. Include the steps and actions you plan to take to accomplish each goal. One goal should address avoiding liability issues.

UNIT 9

**Information sheet #1
LEGAL DEFINITIONS**

Abandonment	When you leave a patient who is known to be in a life-threatening condition. This includes <i>starting</i> treatment and then letting someone with less training take over resulting in further injury or decline in the patient's condition.				
Arrest	To deprive a person of his liberty by a legal authority.				
Bench Warrant	An order of the court to appear immediately when a defendant fails to appear in court.				
Beyond a reasonable doubt	Entirely convinced; in a criminal case the defendant's guilt must be proven to the jury to this extent.				
Burden of proof	<table><tr><td>In criminal cases:</td><td>The prosecution must prove his/her case "Beyond a reasonable doubt".</td></tr><tr><td>In civil cases:</td><td>The plaintiff must prove his/her case with a deposition, the written testimony of a witness taken under oath outside of court</td></tr></table>	In criminal cases:	The prosecution must prove his/her case "Beyond a reasonable doubt".	In civil cases:	The plaintiff must prove his/her case with a deposition, the written testimony of a witness taken under oath outside of court
In criminal cases:	The prosecution must prove his/her case "Beyond a reasonable doubt".				
In civil cases:	The plaintiff must prove his/her case with a deposition, the written testimony of a witness taken under oath outside of court				
Consent	<p>Refers to permission to treat the sick or injured. You will usually hear about two (2) types:</p> <p>Implied consent refers to situations where patients are unconscious and can't respond, it is safe for us to assume that they would want to be helped.</p> <p>Actual consent is a direct verbal or non-verbal communication to someone giving aid.</p>				
Damages	<p>Anything awarded to plaintiffs. In negligence lawsuits, damages can be both:</p> <p>Compensatory damages are those that involve repaying plaintiffs for money they have lost -- ie wages due to lost workdays, hospital/medical bills, etc.</p> <p>Punitive damages are those used to punish the defendant.</p>				
Detrimental Reliance	A person expects that a certain action will be taken based on the fact that it has been reported in the media ("It was done before for other people") public education or through simple reasonable expectation. If this action does not occur, then the person can claim that they "relied" on the system to act in a certain way, and by doing so it ended up hurting them.				

Due Process Law in its regular course of administration through the courts The guarantee of due process requires that every person have the protection of a fair trial.**Emergency Rule** “One who is faced with an emergency cannot be held to the same standard of conduct that s/he would otherwise be held to when not faced with such a situation.” When you face an emergency, you can not be expected to act the same as you would if the emergency situation was not there.

Foreseeability The reasonable anticipation that harm or injury is a likely result of acts or omission.” “Wrong doer is responsible only for the consequence which is responsible according to ordinary and usual experience.” -- Black’s Law Dictionary. Simply because something has not happened to you yet, does not mean that it is not foreseeable that it will happen to you at sometime in the future.

If It is reasonable to assign dispatch priority based on what the caller says.
the caller’s information is incorrect, The EMD cannot be faulted,
assuming that the EMD followed the questioning sequence and made reasonable efforts to obtain the appropriate information.

Principle of Reasonableness What a “reasonable person” would do when faced with the same or similar situation.

Warrant of arrest A written order issued and signed by a judge or magistrate which allows the police to make a search or arrest a person.

Information www.utcourts.gov and “Your Day in Court” Fifth Edition A Manual for Teachers and Students Visiting the Utah State Court Facilities. Salt Lake City, Utah January 1999 Utah Law-Related Education Project.

UNIT 9
Information Sheet #2
EMD: A Standard Level of Care?
By Greg Miralglia (APCO Reprint April 1994)

Your telephone rings ...

"9-1-1 PSAP Manager?"

"I called 9-1-1 last week when my baby died..."

"Yes, and ..."

"The Dispatcher didn't do his job. He didn't tell me what to do."

"Well, what exactly do you mean?"

"I know what is supposed to happen. I have watched in on Rescue 9-1-1 every week ... The Dispatcher was supposed to tell me how to save my baby's life."

Imagine receiving a telephone call like this as the Manager of a 9-1-1 PSAP that does not provide emergency medical dispatching services.

Imagine the citizen telling you how angry and disappointed they were to learn at that critical moment that, despite what they have witnessed on TV Shows like "Rescue 9-1-1," service levels are not all the same, and your agency does not provide pre-arrival instructions. This call was made to one PSAP manager and is surely not the first or last time it will happen.

Nine-One-One has become a household name, known as *the* number to call for help in any police, fire, or medical emergency. The original intent of 9-1-1 was to provide a standard number to call for help regardless of jurisdiction. It eliminated the need to recognize city limits or county lines and created the expectation of a standard level of service. Certainly, by standardizing one number it is reasonable to expect the service provided to be the same ... shouldn't it?

The invention of Emergency Medical Dispatching (EMD), including a systematic method of determining which resources to dispatch and a set of pre-arrival instructions, is quickly becoming a highly desirable and effective part of saving lives with 9-1-1.

There are countless examples of how this technology makes the difference between life and death during the critical moments between the time of the call and the arrival of paramedics.

In California, about 12 percent of the agencies responsible for such services provide Emergency Medical Dispatching as part of their 9-1-1 system. This number is increasing, and with the assistance of some proposed legislation, (Assembly Bill 12 proposes to grant immunity to those persons who provide pre-arrival instruction) may grow even more rapidly in the next couple of years.

The issue of liability for agencies providing EMD -- the training involved, costs of additional staffing and quality control -- are all obstacles which get in the way of agencies making aggressive decisions to begin this service. In the scenario described above, could there be more liability for an agency which does not provide EMD with 9-1-1 than there is with an agency which does provide EMD/9-1-1? Is EMD's level of service expected by the public, and should it

be? These are difficult questions to answer. Nine-One-One is advertised as a standard number to call for all police, fire, and medical emergencies. If this is true, then the level of 9-1-1 service should be consistent. There will always be differences in how police departments are able to handle calls, in response times, and in how fire departments choose to fight fires, but should there be a difference in whether or not a caller is given direction on how to handle a medical emergency while the ambulance is responding? What do you think most citizens expect?

I think we are quickly entering an era when EMD will become the “standard level of care,” and the public’s expectation of 9-1-1 services. It is only a matter of time before an agency which does not provide EMD loses in a lawsuit which was filed against them because they did not provide EMD.

The media has done an excellent job, through various shows, of educating the public about 9-1-1 and EMD. They have clearly shown via countless examples of outstanding 9-1-1 service and that EMD is a standard.

I have seen numerous medical emergency segments included in these shows. Emergency Medical Dispatching was involved in every one.

Expectations or not, EMD is a proven success and should be strongly considered by all PSAP managers. If you are responsible for 9-1-1 services in your jurisdiction, do yourself a favor and spend some time reading about Emergency Medical Dispatching and research what impact providing this service would have in your agency.

You should find out what agencies around you are thinking about EMD, or are already providing it. It is just a matter of time before you will get a telephone call similar to the one described at the beginning of this article.

I did ... and I am relieved to say that our department has been researching EMD for some time and has made a commitment, budget willing, to implement a program. The Dispatchers and administration of our police and fire departments believe in EMD, and that it is an effective part of providing quality 9-1-1 services.

You can find out more about Emergency Medical Dispatching by contacting your county or state EMS authority.

In California, the State Fire Marshall’s Office and State Firefighters Association has just finished a study and development of an EMD program. There are also several private vendors of proven EMD technology.

Unit 10 - Performance Objectives

FIRE DISPATCHING

Minimum Training Time: 6 hours

UDC-5013 Without use of references, **describe the specific tasks, functions, terminology and incident procedures of fire agencies. Relate the proper methods, techniques, and skills necessary to handle fire-related incidents.** You must score a minimum of 80% on the Unit Exam and Final Written Exam to achieve competency

Enabling Objectives:

1. Identify one specific task of a firefighter
2. Define two responsibilities of a fire dispatcher in fire-related incidents
3. Describe the role of a dispatcher in firefighter survival
4. Identify the five major functional areas of Incident Command
5. Identify four pieces of equipment or apparatus that are utilized by firefighters

UDC-5014 Without use of references, **use proper fire interrogation procedures with fire related calls.** You must score a minimum of 80% on the Unit Exam and Final Written Exam to achieve competency.

Enabling Objectives:

1. Identify six primary questions that ensure a thorough interrogation of fire incident calls.
2. Identify the two primary responsibilities of a fire call-taker.
3. Identify the time frame a fire dispatcher has to interrogate and dispatch fire-related calls.
4. Define the three elements in the fire triangle.
5. Identify the five responsibilities of a radio dispatcher in a fire incident.
6. Describe the necessity of prioritizing fire-related calls.

UDC-5015 Utilizing emergency dispatch radio and telephone simulation equipment and practical test scenarios, **perform job-related telephone and radio dispatch functions using all applicable skills and knowledge in a simulated working environment.** You must score a minimum of 85% on the Practical Skill Exam evaluated by Instructors.

Enabling Objectives:

1. Given a work simulation activity, receive a telephone complaint regarding at least two of the following and dispatch the call for service:
 - a. Structure/residential
 - b. Alarm call
 - c. Structure/commercial
 - d. Vehicle fire
 - e. Aircraft
 - f. Rescue
 - g. High Life Hazard
2. In response, gather relevant information, maintain control of the conversation in a positive and professional manner, communicate clearly with the complainant, verify details with the complainant and relay the information in a timely and logical manner.
3. Dispatch the call using proper radio techniques, radio broadcasting rules and regulations and radio codes/free speech. Prioritize radio traffic, maintain safety of fire personnel and range of available field resources, keep track of field units and give status up-dates to field units, dispatch back-up units, and broadcast dangerous information.

Required Student Learning Activities:

1. Attend Instructor's presentation on "Fire Dispatching".
2. Read Information Sheet #1 – "Introduction to Incident Command".
3. Complete Exercise #1 "Fire Dispatch Prioritization" and turn in to Training Supervisor within 10 days of completing this unit.
4. Read Information Sheet #2 – "Fire Terminology".
- 5..Attend and participate in the telephone/radio skill lab.
6. Complete Exercise #2 – Scenarios and turn in to your Training Supervisor within 10 days of completing this unit
7. Complete the practical skill lab by achieving a score of 85% or higher on your evaluation by an instructor.
8. Complete the Unit Quiz for this section by achieving a score of 80% or higher.

Unit 10 - Evaluation

Progress Quiz

Name _____ Date _____

1. Dispatchers can cancel units en route to a fire if the complaint calls back and says the fire is out?
a. True b. False
2. All fire departments are full time, meaning manned 24 hours a day.
a. True b. False
3. An Incident Command System allows for pre-planning and smooth operations at a fire incident.
a. True b. False
4. A fire response will make a difference to the outcome of the situation.
a. True b. False
5. The first arriving officer at the fire scene will be the Incident Commander until a higher officer arrives and takes command.
a. True b. False
6. The privacy act was overturned in July 1992 and you can now give out all types of information to anyone who requests it, regardless of your department's policy.
a. True b. False
7. Just two breaths of smoke can kill a person because smoke contains poisonous gases.
a. True b. False
8. A call for help for people stuck in an elevator would be a public assist.
a. True b. False

Unit 10 Quiz (cont.)

9. Name three of the eight divisions in a fire department.
- a.
 - b.
 - c.
10. S.C.B.A. stands for Self Contained Breathing Apparatus.
- a. True b. False
11. When the incident commander announces “under control” it means the fire has been contained and will not escalate.
- a. True b. False
12. Name six specific responsibilities of a fire radio dispatcher.
- a.
 - b.
 - c.
 - d.
 - e.
 - f.
13. What are the three elements in a fire triangle?
- a.
 - b.
 - c.
14. A fire call-taker has _____ seconds to make the call log, and the fire radio dispatcher has _____ seconds to dispatch the call.

Unit 10 Quiz (cont.)

15. List the six basic questions that a fire call-taker should always ask.
- a.
 - b.
 - c.
 - d.
 - e.
 - f.
16. Give one reason that police might be needed at a fire scene?
- _____
17. If you were dispatching and the following calls came on your screen at the same time, in what order would you dispatch them?
- a. _____ Hospital alarm, nothing visible
_____ High-rise fire, flames showing on top floor
_____ Woman having a baby
_____ Fuel spill
_____ Car fire, no injuries
 - b. _____ House fire trapped victims
_____ Smell of smoke in a business, nothing visible
_____ 911 hang up
_____ Male having a heart attack
_____ Man down in a park, unknown if conscious / breathing
18. When prioritizing multiple calls, follow the rule of _____
19. Define defensive mode.

UNIT 10
Exercise #1
FIRE DISPATCH PRIORITIZATION

Directions: Prioritize the calls in each section by number; highest priority #1, next #2, etc. as they would be handled by your agency. Answers will vary according to the operational policies and procedures of individual agencies. This exercise will be the basis of a class discussion comparing how different agencies prioritize calls.

- I. _____ House fire/no injuries
 _____ Hospital fire alarm
 _____ Small grass fire/no structures threatened
 _____ Electrical lines down across the road
- II. _____ Car fire in attached garage of home
 _____ Kids playing with fire works in bushes of home
 _____ Electrical pole arcing, nothing on fire
 _____ House fire/trapped people
- III. _____ Abandoned house/flames showing
 _____ Chemical spill
 _____ Car fire not threatening anything with no injuries
 _____ A 50 gallon fuel spill at a gas station
- IV. _____ Mailbox fire on corner
 _____ Smell of smoke in house/nothing visible
 _____ Complaint of smoke from next door BBQ
 _____ Shed fire in back yard

Fire Incident Evaluation

Title_____

Call Type_____

Station_____

Student Name_____ S.S. #_____

Priority Technique	Yes	No	Partial	Poss. Points	Points
Exact Location of Occurrence (Where are you calling from?)				5	
A. House/apartment/business				5	
B. Where to send emergency response				20	
C. Name and Call-back number				10	
Smoke/Flames visible?				5	
What is burning?				5	
Injuries / Trapped				10	
Hazardous Materials Safety				10	
Evacuation (Follow agency policy)				5	
Safety of Caller				10	
Correct call type				5	
Controlled call: calming techniques				5	
Courtesy / tone of voice				5	
Quick decision-making				5	
Completed within time frame				10	
Overall Performance					
Excellent				20	
Good				15	
Fair				10	
Needs improvement				5	
Unacceptable				0	

Rating Scale	94-100%	A
	89-93%	B
	85-88%	C
	80-84%	D
	0-79%	F

Possible Points _____ Points Earned _____ Extra Points

Total Points _____ **Overall:** _____%

Evaluator's Name _____ Date

Comments

UNIT 10
Exercise #2
SCENARIO INSTRUCTIONS

Fire Calls/Radio

Complete one of the following:

1. Recall one specific incident, which you have experienced as a dispatcher that you would like to be able to dispatch over again in an improved manner.

Write the scenario script

Incident

Caller response

Officer response

Use your own agency's policies and officers.

2. Write a scenario script for an incident, which you feel would be challenging, and which you would like to practice.

Write the scenario script

Incident

Caller response

Officer response

Use your own agency's policies and officers.

SCENARIO FORMAT

INCIDENT: _____

PHONE NUMBER: _____

REPORTING PARTY/CALLER NAME: _____

LOCATION OF INCIDENT: _____

RP/CALLER ADDRESS: _____

BACKGROUND INFORMATION FOR RP/CALLER:

INITIAL REQUEST FROM REPORTING PARTY:

FIRE RESPONSE

STATIONS ON DUTY AND CALL NUMBERS:

BACKGROUND INFORMATION FOR FIREFIGHTERS (EMS PERSONNEL)

UNIT 10

Information Sheet #1

INTRODUCTION TO INCIDENT COMMAND

Although many systems exist throughout the nation for the command and control of resources at emergency incidents, the National Fire Academy has adopted the Incident Command System (ICS) as its base for teaching the concepts of incident command.

The ICS is recognized by the academy as a system that is documented and has been successfully used in managing available resources at emergency operations. All procedures will not perfectly fit all departments, nor will the system necessarily need to be fully implemented for all situations the fire service will encounter.

The ICS was developed as a consequence of fires that consumed large portions of wild land, including structures, in southern California in 1970. As a result of those fires, agencies could work together toward a common goal in an effective and efficient manner.

The system consists of procedures for controlling personnel, facilities, equipment, and communications. It is designed to begin developing from the time an incident occurs until the requirement for management and operations no longer exists. The system is a *Management System* that uses proven management principles. It can be used by responders going to any type of emergency and provides the “tools” an Incident Commander (IC) needs to be an effective manager and to protect personnel safety.

The ICS allows agencies to communicate using common terminology and operating procedures. It also allows for the timely combining of resources during an emergency. It is designed to be used in response to emergencies caused by fires, floods, earthquakes, hurricanes, tornadoes, tidal waves, riots, hazardous materials, or other natural or human-caused incidents.

OPERATING REQUIREMENTS/ELEMENTS OF ICS

1. Suitable for use regardless of jurisdiction or agency involved.
 - a. Single jurisdiction/single agency involvement
 - b. Single jurisdiction with multi-agency involvement
 - c. Multi-jurisdiction/multi-agency involvement
2. The ability of the organizations structure to adapt to any emergency or incident regardless of type or complexity.
3. The applicability and acceptability to users throughout the community and region.
4. Readily adaptable to new technology such as computers or improved communication capabilities.

5. Expandable in a logical manner from an initial response to a major emergency so as not to have one plan for “everyday” use and a separate plan for the “big one”.
6. Basic common elements in organization, terminology, and procedures. This allows for the maximum application and use of already developed qualifications and standards, and ensures continuation of a total mobility concept. Should have the least possible disruption to existing systems.
7. Fulfill all of the above requirements effectively and simply to ensure low operational maintenance costs.

COMPONENTS OF THE ICS/ICS AS A MANAGEMENT SYSTEM

The ICS has a number of components. These components working together interactively provide the basis for an effective ICS concept of operation.

1. Common terminology – ICS uses plain text (English) rather than a 10-code system.
2. Modular organization – ability to expand as the incident grows.
3. Integrated communications – Distinct lines of authority to provide smooth lines of communication. This limits the number of individuals needing to talk and eliminates a lot of radio traffic so the ones needing to talk can be heard.
4. Unified command structure – Ensures that all personnel are managed and accounted for. Individuals report only to one supervisor and dispatch communicates with only one commander.
5. Consolidated action plans – Can be used on small incidents and large incidents. Has all-risk design. Can be adapted to any type of emergency, whether it is a fire, mass casualty traffic accident, hostage situation, or natural disaster. It can be used at multi-agency incidents because of the standard terminology and command structure.
6. Manageable span-of-control – Span of control is the number of subordinates one supervisor can manage effectively. Experience has shown that a workable span of control is somewhere between three and seven with the optimum being five.
7. Predesignated incident facilities – Command posts, both mobile and stationary.
8. Comprehensive resource management – Clear definition eliminates duplication of effort.

ORGANIZATION AND OPERATIONS

The ICS has five major functional areas:

1. Command – The function of Command is to assure responsibility for the overall management of the incident. Command establishes the strategy and tactics for the incident and has the ultimate responsibility for the success of the incident activities.
2. Operations – The function of Operations is to accomplish the strategy of the Incident Commander (IC) by meeting the tactical objectives.
3. Planning – The function of Planning is to collect and evaluate information that is needed for preparation of the action plan. They also prepare alternate strategies for changes in or modifications to the action plan.
4. Logistics – The function of Logistics is to locate services and supplies needed in support of the tactical operations.
5. Finance – The function of Finance is to approve expenditures and document the incident for fiscal reasons. This group is generally used only during large scale incidents.

THE INCIDENT COMMANDER

Every incident requires that someone be in command to manage and provide for safe and effective operations. The Incident Commander's (IC) role is to establish strategy and tactics needed to control the incident. S/he is responsible for managing the span of control. Whatever responsibilities the IC does not delegate, the IC keeps. Without delegating and creating subordinate positions, the IC can quickly exceed an effective span of control and lose control of the incident.

The "Incident Commander" is a title which can apply equally to an engine company captain or to the chief of a department, depending upon the changing conditions of the incident. It is intended to be staffed and operated by qualified personnel from any emergency services agency and may involve personnel from a variety of agencies.

Responsibilities of the Initial IC

1. Do a thorough size-up
2. Identify strategy and select tactics
3. Develop the initial action plan
4. Implement the action plan
5. Coordinate incident resources
6. Modify the action plan as necessary
7. Call for additional resources if needed
8. Maintain Command until it can be transferred
9. Be prepared to fill a subordinate position within the incident organization

The Initial Report

Upon arriving on scene, the initial officer will take command and give an initial report to dispatch and all other incoming units. This report is updated if conditions change. The initial report should include

- a. Building size – small, medium, large
- b. Building heights – in stories
- c. Occupancy
- d. Type of construction
- e. Fire/smoke conditions
- f. Designation of command, name the command
- g. Action being taken, directions for incoming crews
- h. If declared a working fire, designate who has ACCOUNTABILITY

Groups and Divisions or Sectors

An organizational level responsible for operations in a specific geographical location is often called a SECTOR. One sector may be responsible for operations on a specific floor or a specified side of the building.

An organizational level responsible for a specified functional assignment is called a group. For example, Interior Sector may be responsible for search and rescue.

UNIT 10
Information Sheet #2
FIRE TERMINOLOGY

Arson:	The crime of intentionally setting fire to a building or other property.
Attack:	The actual physical fire fighting operation, utilizing available personnel and equipment. The implementation of tactical plans on the fire ground in an aggressive manner.
Automatic Aid:	A pre-determined geographical area in which two or more fire departments have agreed, in advance, to protect by dual initial response and will automatically be dispatched by the appropriate agency without requiring a request from either agency.
Backdraft:	An explosion due to the introduction of oxygen to a super-heated structure.
Back Fire:	A fire purposely set to burn out an intervening area to combat a fire.
B.L.E.V.E.:	Boiling liquid evaporating vapor explosion (Propane tank exposed to heat). Liquid expands to vapors, tank explodes.
Brush Fire:	A fire in wild vegetation growth which is denser and higher than grass, but not as large as trees.
Chief Officer:	An officer in the fire department with the rank of battalion chief or higher.
Combustible:	A material or structure that ignites and burns at temperatures ordinarily encountered at fires. A material that when heated gives off vapors that in the presence of oxygen (air) may be oxidized and consumed by fire.
Committed:	The status of a piece of equipment at an emergency indicating the equipment is not able to be released from the scene to respond to any other location.
Complainant:	The calling or reporting party of any fire or emergency situation.
Confinement:	The stage in firefighting when there is no more possibility of fire extension.
Conflagration:	Fire that extends over a large area, crossing natural or artificially created barriers in the process.

Defensive Mode:	That stage in fighting a fire when the building becomes unstable and unsafe for firefighters. The IC will declare defensive mode and all fire ground personnel will leave the immediate area and continue to fight the fire from a safe distance.
Drafting:	The operation of providing a pump with water from a lower source, such as a lake, utilizing suction.
Drill:	Practice of fire fighting techniques (such as laying hose, raising ladders, and operating pumps) in order to develop teamwork and proficiency.
Exposure:	An object, such as a building or structure, in the proximity of a fire and in danger of becoming ignited by the fire's extension.
Extension of Fire:	The spread of fire, due to the course of fire fighting operations, to areas not previously involved.
Extinguish:	To quench, to put out flames, to control the fire so that no heat or smoke remains.
Fill In:	The assignment of apparatus to standby in an area that is without sufficient fire suppression coverage due to an emergency in the area to which the normally assigned apparatus has been committed. Can also be the result of the apparatus being out of service because of mechanical or manpower problems.
Fire:	Rapid oxidation of combustible materials that usually results in the emission of light, heat, and smoke.
Fire Behavior:	The manner in which fuel ignites, flames develop, and fire spreads.
Fire Bug:	A person motivated by unknown impulses to set fires. The clinical name is pyromaniac.
Fire Prevention:	Any operation that tends to prevent fire from starting or spreading.
Fire Protection:	A term that includes fire prevention, fire control, fire extinguishment, fire detection and fire investigation.
Flashover:	Material in room reaches ignition point and explodes into flames.
Fire Service:	The organization that supplies fire prevention and fire fighting services to the community, its members, individually and collectively. Sometimes used in a broad sense to include all persons involved in fire protection.
First-In:	The apparatus assigned basic responsibility for the area assumes incident command.

Fully-Involved:	Completely engulfed in flames.
Greater Alarm:	Any fire incident that progresses beyond the first alarm level.
Hazard:	Any condition or thing that might cause or contribute to the danger of fire or personnel.
Heat Conductor:	Material capable of transmitting heat rapidly.
Hooking up:	Connecting a pumper to a hydrant and connecting hose lines.
Incendiary Fire:	A set fire.
Incident Commander:	The ranking officer in command at a fire scene. Also known as the officer in charge (OIC) at the scene.
Initial Attack:	The first point of attack on a fire. The point where hose lines are used to prevent further extension of the fire and to safeguard life while additional lines are being placed in position.
Involved:	The building, area, room, or structure actually enveloped in the flame and smoke of a fire.
Knock Down:	To reduce flame and heat, usually by the use of hose lines, in order to prevent further extension of fire.
Lay-A-Line:	Order given by the Incident Commander to stretch hose from a water source to the fire scene. <i>Lay-In:</i> A command to stretch or lay hose into a fire scene from a water source. <i>Lay-Out:</i> A command to stretch or lay hose from a water source.
Loss Stop:	That point in firefighting where no more damage is being done by either fire or water.
Malicious	The act of a person willfully, and with disregard for others, setting a fire,
Mischief:	activating a false fire alarm, or reporting a false alarm to the dispatcher.

Mop-Up:	A late stage of fire fighting in which remaining hot spots are quenched and a search is made for concealed fires, used in connection with brush fires.
Multiple Alarms:	Two or more alarms that need handling by the dispatcher at the same time. The alarms need not have been received at the same time. A multiple alarm can be any fire incident that reaches more than the first alarm stage.
Mutual Aid:	The assistance of one fire department to another when specific equipment is requested after the initial dispatch has been completed.
Overhauling:	Final operation at a fire during which the areas involved are carefully scrutinized for any remaining trace of fire embers and hot spots are cooled. Used in connection with structure fires. It also includes an effort to protect the property against further damage from the elements.
Pre-Connect:	Suction or discharge hose carried connected to the pump; saves time at the fire.
Pre-Plan:	Surveys of special hazards and plans of buildings or areas to mitigate problems that could occur in firefighting operations.
Primary All Clear:	As soon as conditions permit, the firefighters search the immediate area for any victims.
Quarters:	The fire station to which a fire company or individual is assigned.
Rekindle:	A fire that appears to have been extinguished and after a time, ignites again, resulting in an additional response.
Rescue:	The saving of life and removal of endangered person(s) to a place of safety.
Secondary All Clear:	That point in a fire scene operation when a more thorough search can be made for victims.
Tactics:	Methods of employing fire companies in an efficient coordinated manner in the field so as to get satisfactory results.
Under Control:	When the fire is no longer spreading and is contained to that area.
Ventilate:	To enter forcibly into a closed burning building to release pent up smoke, heat and gas. This method could also be used to facilitate the advance of a hose stream. Most of the time ventilation is done through the roof.

Unit 11 - Performance Objectives

HEALTH and WELLNESS (STRESS MANAGEMENT)

Minimum Training Time: 2 hours

UDC-5016 Without using reference materials, **identify the stress factors experienced by trainees, newly trained dispatchers, and experienced dispatchers, the sources of these stress factors, and how to assess symptoms of over-stress in yourself and in coworkers.** You must score a minimum of 80% on the Unit Exam and Final Written Exam to achieve competency.

Enabling Objectives:

1. Identify five reasons for awareness and prevention training in health and wellness for public safety dispatchers.
2. Identify two predictable sources of stress surrounding the handling of incidents.
3. Identify three typical stress factors which might be experienced in the dispatchers work environment.
4. Define cumulative stress.
5. Identify five professional performance symptoms of cumulative stress.
6. Differentiate between cumulative stress and traumatic or critical-incident stress.
7. Identify three stages of a body's response to stress.
8. Identify four warning signs of stress.

UDC-5017 Without using reference materials, **describe methods of coping with stress, prevention mechanisms, keys to the promotion of a healthful work style, and resources for obtaining assistance.** You must score a minimum of 80% on the Unit Exam and Written Exam to achieve competency.

1. Identify five sources of dispatcher job satisfaction.
2. List five coping strategies to help reduce stress.
3. Identify three sources for help in dealing with critical incident or cumulative stress.
4. Identify the profile characteristics of emergency service workers.
5. Identify the acronym CISM.

Required Student Learning Activities:

1. Attend the instructor's presentation on "Health and Wellness (Stress Management)".
2. Read Information Sheet #1 – "Profile Characteristics of a Public Safety Dispatcher".
3. Read Information Sheet #2 – How to Cope with Stress.
4. Read Information Sheet #3 – The Critical Incident
5. Read Information Sheet #4 – Utah Critical Incident Stress Management (CISM) Team.
6. Read Information Sheet #5 – **"Reducing Stress in Comm Centers."** By Ronnie Garrett, Law Enforcement Technology, July 2001.
7. Complete Exercise #1 and turn in to Training Supervisor within 10 days of completing this unit.
8. Complete the Unit Quiz for this section by achieving a score of 80% or higher.

Unit 11 - Evaluation

Progress Quiz

Name _____ Date _____

1. List four profile characteristics of a public safety dispatcher.

- a. _____
- b. _____
- c. _____
- d. _____

2. List three signs or symptoms of stress.

- a. _____
- b. _____
- c. _____

3. List two suggestions to help you get a sufficient amount of sleep.

- a. _____
- b. _____

4. List five coping strategies to help reduce stress as a dispatcher.

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

Unit 11 Quiz (cont.)

5. What is "CISM"?
6. The CISM team can assist emergency service workers by providing a confidential debriefing to allow the emergency worker to express and talk out their feelings with team peers and mental health professionals. They also provide education about what's happening to the workers.
 - a. True
 - b. False
7. The type of stress which dispatchers suffer most from is:
 - a. Cumulative stress
 - b. Critical incident stress
 - c. Delayed incident stress syndrome
 - d. All of the above
8. Define Cumulative stress
9. Who can request the Critical Incident Stress Management Team?
 - a. Supervisor, co worker, Chief
 - b. Scene commander, supervisor, official, Chief
 - c. Scene commander, officer on scene, dispatcher
 - d. Supervisor, scene commander, Chief
10. CISM is both a psychological and educational group process designed to

UNIT 11
Exercise #1
MANAGING STRESS

Stress management is a life long process. The best method of dealing successfully with day to day and year to year stress factors is to incorporate healthy and positive coping responses into our life style. To help you on your journey please fill in the following:

1. I need to start _____

2. I need to stop _____

3. I need to continue _____

4. The first steps I plan to take toward reducing my current stress are...

5. My major stress factors are _____

6. People who can help me relieve these stress factors are

7. Things that hinder me in reducing my stress are

8. Ways I can improve my physical fitness and eating habits to help me combat my stress factors are

UNIT 11
Information Sheet #1
PROFILE CHARACTERISTICS OF A PUBLIC SAFETY DISPATCHER¹

Traits of emergency service workers (Significant differences from regular people).

Obsessive/Compulsive

It doesn't mean to the point of being neurotic; instead, it just means that we want things done right the first time, every time.

Controllers

Dispatchers are controlling people. We control the incident from the first phone call to the end of the incident. If things get out of control, we tend to panic a little. We also extend this need for control into our personal lives.

Action Oriented

We like the action this job can bring. Why? Part of it is the adrenaline rush. Adrenaline is like a drug and it is as addictive as alcohol, tobacco, or drugs. It helps keep our baseline stress level above that of the average population.

Risk Takers

Dispatchers will take risks; not those that will cause harm, necessarily, we like to live on the edge of the envelope sometimes. We get excited about taking and accepting challenges.

Highly Dedicated

Dispatchers are service-oriented individuals. We will go to great lengths, to make sure help is provided, to someone we don't even know - just a voice on the phone. Often the job will come before family.

Stimulation "Junkie"

Dispatchers have to keep busy - constantly doing something to keep our minds alert and active, and our hands busy. We have a strong need to be needed.

Histrionic/Driven by Internal Motivation

Dispatchers love to be "first" in accomplishments, set goals, thrive on challenges and make new paths into careers. We have a powerful drive to make things better and we can be our own worst

¹ "Under the Headset, Surviving Dispatcher Stress" Skaggs Publishing, 2000, pgs. 14-15

enemy when things go wrong. We are proud of what we do which in turn makes us want to better ourselves.

UNIT 11
Information Sheet #2
HOW TO COPE WITH STRESS

If reaching for a cup of coffee, lighting up a cigarette, loading a plate with food, or swallowing a prescription tranquilizer are poor ways to cope with stress, what are some positive coping techniques?

There are literally hundreds of ways to cope with stress -- just as there are probably hundreds of different causes of stress. A major step involves identifying what is causing your stress.

Now try to figure out how much of your stress you are causing yourself. Do you get into situations that you know will be stressful when you could avoid them? Do you set unreasonable goals or have unreasonable expectations of yourself? Remember -- it's not others who set those guidelines. It is you.

Once you have identified what might be causing your stress, figure out which causes are the greatest or strongest. Work on eliminating or coping with those first.

The following is a list of suggestions on different coping mechanisms: read through the list, and check which ones apply to you and your own unique causes of stress. Then realistically start to eliminate and/or cope with what it is that is giving you trouble.

1. Don't take on more than you can handle. You know your own limitations; respect them.
2. Schedule time for relaxation and leisure activities. It is important to take a break from your daily routine and do something you genuinely enjoy. Sit back and read a chapter from your favorite novel as you slowly sip a tall glass of cool lemonade, or take a leisurely walk through a meadow and really appreciate all the buttercups in bloom. Or go to a movie you've been wanting to see.
3. Schedule some quiet time. It is important to learn to like yourself and enjoy being in your own company. Lie down in the shade on the grass outside for ten minutes, or go upstairs and sit alone in the bedroom while you just relax. Close your eyes, and imagine a quiet, tranquil scene.
4. If you feel like crying, go ahead! There is nothing wrong with crying, and it can be a good way to release tension and frustration. When you have finished crying, take a few good, deep breaths and concentrate on relaxing.
5. Don't set standards of perfection for yourself. Learn the difference between doing a good job and being "perfect." Do the best job you can without causing stress for yourself and others, but do not drive yourself over the edge in an attempt to be perfect at everything.

6. Realize that you don't always have to be right. Your opinions are valid and real to you -- and another person's opinions are valid to them as well. Do not feel threatened by the fact that someone doesn't agree with you. It doesn't mean that you are any less valuable to them, nor does it necessarily mean that they are right and you are wrong. Differences of opinion can be healthy, and a little give and take can lead to cooperation instead of confrontation.
7. Try attacking things one at a time. If you are faced with a number of things to do, don't try to accomplish everything at once.
8. Get enough rest. Most people need seven to eight hours of sleep each night; you might need more or less than that, depending on your own biology. If you are continually waking up feeling exhausted, try getting a little more sleep. You will probably have to cut down on what you are trying to do, but it is essential that you get enough sleep. You can't cope well with any kind of problem if you are tired.
9. Learn to express yourself. Find a sympathetic and understanding person who is interested in you and who is willing to listen. Then start talking about what is bothering you. Try not to hold back; don't let your feelings build up inside you like a pressure cooker. And as you express yourself, learn to listen -- your companion will be able to see your problems from a different point of view and will probably be able to give you some suggestions you hadn't thought about.
10. Learn the difference between situations you can change and one you can't. You can't change someone's personality, and if you are forced to work with someone you find unpleasant, you realistically have few options -- you can quit your job, or they can quit theirs. Obviously, you can't force them to quit their job -- and if everything else about your job is rewarding, you'll have to work on changing your attitude toward your co-worker.

If you are under terrible stress from financial problems, list out your options and figure out what you can do about the problem. You might be able to sell a piece of property and use the money to pay your bills, or you might be able to get an extra part-time job until your bills are paid.

If you are in a situation you can change, take the steps to change it; if not do what you can to adapt.

11. Get regular exercise. Exercise has a double benefit: It improves your health plus it helps you to release tension and counteract the effects of stress.
12. Get proper nutrition. Eating right builds your body's defenses and gives you the strength you need to cope with stressful situations. Good nutrition also helps you resist disease and keeps you on an even keel.

13. Make a list of the things you need to accomplish. Read over the list and realistically eliminate the things you can. Then decide which things are the most important. Work on those items first -- one at a time. As you complete each task, check it off and move on to the next. You will gain a sense of relief at being able to take control of the situation. If you get stuck on one job on the list, put it aside and move on to the next one. After you have had one or two successes and a brief rest, go back to the troublesome task with renewed vigor.
14. Learn to realistically judge how long a task will take you. Most people underestimate by about 50 percent, so get into the habit of adding 50 percent to the time you think it will take. Once you learn the fine art of realistically judging how long something will take, learn to avoid crowding your day with too much to handle.
15. Avoid making too many life changes at one time. Some things cannot be controlled, but others can be -- so if you experience an uncontrolled life change, be on the lookout for changes you can wait to make.
16. If you find yourself rushing around, stop dead in your tracks and ask yourself, "Why am I hurrying around?" Then ask "Is it worth it?" Chances are, once you have stopped, you will realize that any benefit you get from rushing around is outweighed by the stress you are going through. Many people are driven by stress to hurry when they don't have to -- they hurry through grocery shopping or hurry through reading the evening paper, for example.
17. Learn to set priorities. As hard as it is to believe, there are things in life that simply do not need or deserve your full effort!
18. If you know that a change is coming up in your life, try to anticipate some of the stresses that it will bring. Do what you can ahead of time to control these problems.
19. If too many life changes that are beyond your control occur within a short period of time, take control of the parts of your life that you can still control. Choose an activity -- swimming, reading, or visiting friends -- that you can use as a "buffer" to provide a break during hectic times.
20. If you are stressed because there is too much going on in your life and you are too rushed, take some time to consider what you could eliminate. You have probably fallen into the trap of thinking that everything you do is essential. It probably isn't. Make a list of the way in which you spend your time.
21. When you are faced with complex tasks, learn to break them down and attack one part at a time.
22. If someone demands something of you that you know you won't be able to do, refuse. Saying "no" is extremely difficult for some people, so they accept a responsibility even though they clearly know they will not be able to fulfill it. The result is a crushing stress -- wondering how to get out of it, wondering how to somehow magically do it. Muster

up your courage instead and say, "No, I can't do that now. I hope you can find someone else to help."

23. As part of learning how to say "no" get a clear definition of your own values. Make sure that they are your values, not someone else's and not values that you think are expected of you. Two experts on stress management suggest the "six-months-to-live" test. Pretend you have six months to live. Now make three different lists: The things you have to do, the things you want to do, and the things you neither have to do nor want to do. Then, for the rest of your life, forget all the things on the third list. You will find that this simple exercise helps focus your values sharply.
24. Protect yourself against boredom. Set a reasonable, realistic goal that will bring you satisfaction, and work toward it in a rational way.
25. Take a little vacation every day. It doesn't need to be long -- maybe as little as ten minutes will do the trick. Do something you really enjoy during your little vacation: Talk with a friend on the phone, soak in a bubble bath, watch your favorite television program, or take a nap. Make sure it's something you want to do -- not just something that needs doing or that would be "good for you."
26. Eliminate chemical contamination of your body and mind. Quit smoking and drinking alcohol or drink in moderation, avoid caffeine, and take only those drugs that your doctor prescribes for you.
27. Take the time and make the effort to develop close friendships. You need a friend who will not threaten you, who will not criticize you, who can relate to you, and who will share time and emotion with you. It takes both time and effort to develop these kinds of friendships. You may need to eliminate some of what you are doing now in order to devote more time to getting to know others.
28. Begin to accept yourself. In your process of making friends, you will need to be convinced that you have something of value to offer them. Don't compare yourself to others, and don't make yourself conform to some arbitrary set of impossibly high standards. You are a human being, and you have talents and abilities that are unique to you. Concentrate on your good points, and make friends with yourself.
29. You may find it difficult to accept yourself at first because of the feedback you have had from others. Start by making a list of all the people in your life who make you feel negative. Who make you feel threatened? Defensive? Angry? Sad? Worthless? Who makes you cry? Who makes you feel hopeless? Who strips away your pleasure? Who saps your energy?

Now take a good, long look at that list. There will be people on it with whom you don't have to keep associating -- a neighbor, perhaps, or a so-called "friend." Scratch those names off the list, and in doing, scratch them out of your life. You cannot afford to spend time with them if they always make you feel like a wreck.

30. NOW -- what about the names that you are stuck with? A child, maybe, or your mother. Decide here and now to take the defensive. What is it your mother does that makes you cry? Why does she do it? Why do you react that way? How can you change the situation so that you are not hurt anymore? How will you react the next time she makes a remark about your job? What will you say? It sounds silly, but rehearse. Rehearse until you feel that you can come out feeling okay, no matter what. You will find that you feel much less stress when you encounter your mother the next time, because you are ready.

Go through the same process for every person on the list that you did not eliminate the first go-around.

31. Learn to stand up for yourself. When someone puts you down (no matter how subtly), do you fight back? Do you speak up and defend yourself, or do you swallow your anger, smile meekly, and keep everything pent up inside? Learn to speak up -- within acceptable limits, of course.
32. Personality does affect health. Life experiences do influence how we will live, how healthy are lives will be, and how well we will be able to resist disease. Attitudes and beliefs -- as an integral part of personality -- endow us with either health and longevity or increase our risk of illness and premature death.

The bright message in all of this is that you do have control. You can make the changes that will enhance physical health and improve longevity. It takes commitment, and it takes a desire to make the most of your health and your life.

UNIT 11 // ALTERNATE INFORMATION SHEET
Information Sheet #2
HOW TO COPE WITH STRESS

What is stress? The dictionary defines stress as:

1. Strain; force that strains or deforms
2. Emphasis, importance
3. Mental or physical tension- urgency, pressure causing this.
4. The relative force of utterance given a syllable or word; accent

Let's put it more simply- Stress is a signal that something needs to change.

Is all stress bad? No, there is good stress and bad stress. Good stress can be an energizer or cause you to be more careful. Is all stress the same for everyone? No, each of us has different stressors. For example, many people are terrified of spiders or snakes. Yet, there are also many people who love the creatures and will collect them. Some people like parachuting and will do that for fun on a day off, while others would never willingly leave an aircraft in flight. What makes the difference of whether the stress is good or bad? It is our ability to handle the situation and also our perception of the situation.

"There is nothing either good or bad, but thinking makes it so." -- William Shakespeare

Three stages of stress

Who causes most of our stress? Believe it or not, It is YOU! Our own reaction to the circumstances is our biggest stressor. A stressor is a specific problem, issue, or challenge as perceived by an individual.¹ **As your body reacts to the stressor(s), it begins the alarm stage.**

What you choose to do about it decides the outcome. Will you fight or will you run? If you choose to run, the stressors are prolonged and your body will remain in the alarm stage with no time to repair itself. This is called the "Exhaustion Stage" and it causes wear and tear on your internal systems, which can eventually lead to additional stress and related medical problems. If you choose to fight, meet the stressor head on and recognize it for what it is, then you can begin coping with the stress. This is called the "Resistance Stage" and gives your body the time it needs to repair the damage caused by the stress. Coping with the stress helps you to increase your abilities to handle the next stressor that comes along.²

Take for example driving in heavy traffic. The cars in front of you impede your progress. You cannot go forward and you cannot go backwards. You are stuck. You feel yourself getting angrier and angrier. What do you suppose is happening to your body at this time?

¹ "Stress 101", By Leslie Thompson, 1999 911 Dispatch Services, Inc. www.911dispatch.com

² "Under the Headset, Surviving Dispatcher Stress" Skaggs Publishing, 2000

1. Your stomach gets upset. Your adrenal glands are releasing cortisone-causing reduction of the stomach's resistance to acid. If this becomes chronic or continual, it can cause ulcers or colitis. It can affect the lymph glands and reduce resistance to infections and cancer. Too much cortisone can also make the bones brittle.
2. Your heart beats faster. When you are under stress, more blood is pumped to the heart. This causes your blood vessels to expand and your blood pressure to raise. If this is chronic or continual it can lead to strokes or aneurysm.
3. Thyroid hormone increases in the bloodstream. This causes your system to speed up, which can cause shaky nerves and insomnia-, which can lead to exhaustion and can also reduce the sex hormones. This also releases sugar into the bloodstream causing an increase in insulin release. This can lead to diabetes or aggravate an already active situation.

Now, suppose you react differently. You put on some good music, you think about your last vacation or your future goals. Now, what do you suppose is happening to your body? Your heart slows, your immune system is refreshed and your senses are rested.

It would be great if we could always recognize when we are under stress, but unfortunately, this is not the case. Most of the time, we don't even recognize our own reactions to stressors. Our bodies however, always do. Self-assessment is the best route, but requires brutal self-honesty and admitting to weakness. Be open to input from friends and loved ones. They can notice a problem usually long before you do.

Typical Factors of Job-Related Stress for Public Safety Dispatchers

All public safety dispatchers share common stressors with regards to their work environment as well as physical and emotional demands. Some stressors are controllable while others are not. We can control ergonomics such as our work environment (chairs, computers, lighting, etc) and we can control the noise level in the dispatch center. However, we cannot control when an emergency is going to happen, when it is going to be busy, or when it is going to be slow. We cannot control when an officer is going to need help or if a disaster is going to occur. Either way, dispatchers MUST be ready to act fast and decisively, constantly ready for anything.

The following table lists different types of job-factors that may or may not create stress for dispatchers. Remember everyone reacts differently depending on the person. What may be a good stressor to one dispatcher could be a bad stressor to another.

Work Environment - Chairs - Consoles - Lighting - Room temperature - CAD/Computer systems - Phones - Radio channel(s)	Physical Demands - Lack of sleep - Lack of exercise - Lack of good nutrition - Sedentary job - Long work hours - Infrequent or no breaks	Emotional Involvement - Relating to the caller on a personal level - Lack of closure - Expectation of oneself to be the 'perfect dispatcher' - Fear of liability issues
Work Demands - Scheduling - Shift work - Excessive overtime - Lack of a full staff - Heavy workload	"Ready Alert Status" - In constant readiness for any type of detail to occur - Unknown when an emergency is going to occur - Busy vs slow periods	Interpersonal Relationships - Lack of support or help from co-workers - Poor social environment - Isolating or segregating co-workers
Management Style - Unclear expectations - Lack of support from management - No career advancement - Job insecurity	Excess Audio Stimulation - Multiple ringing phones - Multiple radio transmissions and/or requests - Excess background noises; radio phones, or dispatch	Media Coverage - Bad publicity - Lack of support from EMS, Fire, Police and PIO personnel - Constant media calls

Five Forms of Stress that affect Dispatchers

Reactions to stress come in different forms. Five of the most common are acute, delayed, cumulative, critical incident, and post-traumatic reactions. If these reactions are not dealt with, the effect on the dispatcher could be devastating. There is not one specific form of stress that dispatchers deal with. They can suffer from them all.

Acute stress is an "in-progress" reaction to an event. The dispatcher may have a physical reaction requiring immediate attention or they may have a behavioral reaction exhibiting shock, inappropriate emotions, etc.

Delayed stress is a reaction that occurs **after** the event has been completed. It is stress that is buried internally over a period of time. One sign of a delayed reaction is intrusive images and/or thoughts (flashbacks) that invade your mind and interfere with your ability to focus, concentrate and function efficiently. Often flashbacks are brought back to memory by some external stimuli such as sight, sound, smell or touch.

Cumulative stress is caused by a build-up of many stresses, from many sources, over weeks, months, or even years. It is stress that continues for a long length of time. It is not easily recognizable. Sources could be personal finances, health problems, children/family, and work, etc. all coming at you from different angles. The term "burn-out" would fall under this category. Cumulative stress progresses through four stages.

1. First stage/Persistent feeling of fatigue. Includes feelings of anxiety, boredom with things previously enjoyed and mild depression.
2. Second stage/Loss of motivation. Includes the start of physical symptoms such as headaches, chronic pain, loss of sleep.
3. Third stage/Negativity. Physical symptoms from the second stage become the norm and, more serious physical symptoms appear. Dispatchers are negative about work and develop rigid thinking patterns.
4. Fourth stage/Persistent cynicism. Dispatchers who once had steady temperaments now have short fuse reactions, start addictive habits such as drinking, smoking, compulsive eating, threats of quitting, etc. Left untreated, this stage can create asthma, coronary diseases, cancers, and diabetes. It can so paralyze and brain wash the 'sensible you' that suicidal or homicidal thoughts become acceptable, even welcoming.³

Having these signs does not necessarily mean that you are a victim of cumulative stress. However, it is best to learn to recognize what stressors affect you and learn to deal with them on your own or with professional help.

Critical Incident Stress is one particular incident that overwhelms our ability to cope. It is any situation faced by emergency service personnel, including dispatchers that cause them to experience unusually strong emotional reactions. These reactions have the potential to interfere with their ability to function either at their working environment or later on.

Post Traumatic Stress Syndrome occurs when the process of working through the event(s) stops in its tracks. The majority of the time you will be able to get through critical incidents by yourself and/or with the support and help of friends, loved ones and peers. If you can't seem to get past an event(s), if you experience flashbacks to the scene, if you avoid thinking about anything at all having to do with the scene, if you feel detached from the world in general like you are a balloon floating above it and if you have mental anguish and distress around anniversary dates of bad events you may be suffering from Post Traumatic Stress Syndrome. Please see a professional to get their opinion and help.⁴

Coping Strategies to Help Reduce Stress as a Dispatcher

There are many coping mechanisms to handle stress. Most are good, but some can be as dangerous as the stress itself. Some of the harmful ways of handling stress are:

1. Reaching for caffeine, food, cigarettes or alcoholic beverages.
2. Lying in bed for hours on end watching television or just sleeping.
3. Abuse of medications, over the counter or prescribed.

Following is a list of some of the better ways of handling stress. To help you remember them; I would tell you to take a TRANQUILIZER.

³ "Stress 101", By Leslie Thompson, 1999 911 Dispatch Services, Inc. www.911dispatch.com

⁴ "Stress 101", By Leslie Thompson, 1999 911 Dispatch Services, Inc. www.911dispatch.com

- T.** Take the time to write down your feelings. Keep a journal. Many times when you write things down, you begin to see them in another way.
- R.** Realize you need friends who do not work with you and do not always want to talk about “the job”. You need diversions.
- A.** Activate your body. Exercise has a double benefit, it improves your health, plus it helps you to release tension and counteract the effects of stress. Also, when you are in better condition, you look and feel better and this gives your ego and mental states a large boost.
- N.** No! Learn to say it. We all need to set priorities and know our limitations. Respect them. Don’t take on more than you can handle. Some people really have a tough time saying no and they end up taking on responsibilities they know they cannot fulfill. The result here can be some of the most crushing stress imaginable. Learn to say no! You will have to get someone else. As a part of learning to say no, get a clear definition of your own values. Make sure they are **your** values and not what you think are expected of you. A good way to test this is to use the “6 months to live test.” Pretend you have 6 months to live and make three lists.
 - 1. Things you have to do.
 - 2. Things you want to do.
 - 3. Things you neither have to do or want to do.

Now, tear up the third list and for the rest of your life forget everything on it!

- Q.** Quit setting unrealistic standards of perfection. Learn the difference between doing a good job and perfection. Do the best job you can, do not try to be perfect. None of us are perfect.
- U.** Understand and accept the difference between what you can change and what you cannot change.
- I.** Indulge yourself a little each day with time for relaxation and leisure activities. This may be only 10-15 minutes a day, but you need and deserve this time.
- L.** Learn to cry. This is a good way to release tension and frustration. Tears wash heartache away and cleanse the soul. Laughter is the best medicine. But here, as with all other suggestions, you have to choose the appropriate time and place.
- I.** Ingest proper nutrients. Eating correctly builds your body’s defenses and gives you the strength you need to cope with stressful situations. Good nutrition also helps you resist disease and keeps you on an even keel.

- Z.** Z's – get enough of them! Most people need 7-8 hours of sleep each night. You may need more or less depending on your own biology. If you are continually waking up feeling exhausted, try getting a little more sleep. You cannot cope well with any kind of problem if you are tired. This may be a problem for a good many of us because of shift work and the fact that many of us have families to care for. Following are some suggestions that may help with this.
1. Have an anchor sleep period. This is a time period when you sleep the same time every day. For example, if you work nights, you might have from 0700 to 1100 as your anchor sleep period. So, on your days off, you would still sleep during these hours.
 2. Have a regular wake up time. Regardless of when you go to bed, keep your wake up time consistent. This will help you to be less likely to stay up watching television for several hours after work and you will fall asleep more easily during your next sleep period.
 3. A nap of 30 minutes or more just before going to work may help you to stay alert and perform better during your shift.
 4. Eat lightly toward the end of your shift. Foods heavy in protein, fat or spices can make sleep more difficult.
 5. Avoid caffeine within four hours of bedtime.
- E.** Express yourself. Find a person who cares about you and is understanding and willing to listen. Then, don't hold back. Be sure this is someone you can trust enough to be honest with them. We all need friends who will not threaten, will not criticize, who can relate to us and who are willing to share time and emotion with us. As you express yourself, learn to listen. Your friend will probably be able to give you some suggestions you have not thought about. Just be sure to reciprocate when your friend needs to talk to you.
- R.** Realize that you don't always have to be right. Your opinions are valid and real to you and the other persons are equally valid to them. Don't feel threatened by the fact that someone does not agree with you. It does not mean that they are right and you are wrong. Differences of opinion can be healthy and a little give and take can lead to cooperation instead of confrontation.

UNIT 11
Information Sheet #3
WARNING SIGNS AND SYMPTOMS OF STRESS

These are all good coping techniques you can use to help combat stress. But how do you recognize when you, a friend or co-worker, are stressed? Although this is not an exhaustive list, some signs and symptoms are listed below.

1. Constant negativity or cynicism
2. Lack of energy
3. Persistent feeling of fatigue
4. Irritability
5. Irregular eating habits
 - a. Constant hunger
 - b. Lack of appetite
6. Poor sleeping habits
 - a. Sleeping too much
 - b. Not getting enough rest
7. Irregular breathing
 - a. Sighing
 - b. Breathing sounds like it is an effort – grunting
 - c. Shortness of breath
8. Inability to focus or concentrate on the task at hand
9. Emotional, cries too easily for no reason
10. Physical
 - a. Chills
 - b. Thirst
 - c. Fainting
 - d. Dizziness
 - e. Chest pain
 - f. Headaches
 - g. Elevated blood pressure
 - h. Rapid heart rate
 - i. Nausea/vomiting
 - j. Body tension
11. Cognitive
 - a. Nightmares
 - b. Uncertainty
 - c. Short-term memory
 - d. Flashbacks
 - e. Time line distortion
12. Emotional
 - a. Fear
 - b. Guilt
 - c. Denial
 - d. Depression
 - e. Intense Anger
 - f. Grief
 - g. Helplessness
 - h. Despair
 - i. Sadness
13. Behavioral
 - a. Withdrawn
 - b. Antisocial
 - c. Inability to rest
 - d. Erratic behavior
 - e. Appetite changes
 - f. Alcohol/drug problems
 - g. Aggression
 - h. Hostile

UNIT 11
Information Sheet #4
THE CRITICAL INCIDENT

A critical incident is any situation faced by emergency service personnel that causes them to experience unusually strong emotional reactions. These reactions have the potential to interfere with their ability to function either at their working environment or later.

All that is necessary is that the incident generates unusually strong feelings in the emergency workers and has the power to overload normal coping techniques.

The following is a list of critical incidents, which can cause high emotional stress reaction.

1. The serious injury or death of an emergency team member in the line of duty. "Suicide by team member." Co-workers dealing with feelings of: frustration, anxiety, guilt, and anger.
2. The serious injury or death of a civilian resulting from emergency Public safety operation. This would include a shooting by a police officer or a civilian injury or death caused by the emergency unit responding to a call.
3. Almost any case, which is charged with profound emotions such as the sudden death of a child under heinous and/or tragic circumstances.
4. Any incidents, which can be considered a serious physical or psychological threat or the loss of life, which follows extraordinary and prolonged expenditures of physical and emotional energy in the emergency incident.
5. Any case, which attracts extremely unusual attention from the news media.
6. An incident in which the circumstances are so unusual or the sights and sounds so stressing as to produce a high level of immediate or delayed emotional reaction that surpasses the normal coping mechanisms of emergency personnel.

UNIT 11
Information Sheet #5
UTAH CRITICAL INCIDENT STRESS MANAGEMENT (CISM) TEAM

What is the Critical Incident Stress Management Team?

The Utah Critical Incident Stress Management (CISM) program was established to assist emergency service workers throughout the state. The CISM team is made up of mental health professionals and peer support personnel who are trained to assist emergency responders in dealing with the stress of their profession.

The main objective of CISM is to provide crisis intervention after, or during, critical incidents in order to minimize stress-related injuries to emergency personnel. CISM is both a psychological and educational group process designed to:

1. Lessen the impact of critical incidents to which emergency personnel respond.
2. Accelerate the recovery process of emergency personnel who suffer from stress-related injuries.

Some examples of critical incidents are:

Suicide, death or serious injury of an emergency service worker, high media interest in an emergency event, prolonged events, injury or death of a child, mass casualty incidents, threats to an emergency service worker's safety, a natural disaster, or any event that troubles an emergency worker who participated in response to the event.

What is a debriefing?

The Utah CISM team will respond upon request and free of charge. A team of two to four people depending on the situation will meet at an appropriate time with the requesting agency. At least one of the responding team members will be a mental health professional. The remaining CISM team will be experienced emergency worker "peers" who can relate to those involved in the incident.

The team usually does a debriefing in a group setting, however, if a request is made for assistance when only one person is having stress reaction, a referral may be made for one-on-one assistance.

On-site defusing: Highly emotional, extended responses may necessitate a request for the team to report to the incident site. The team will be instructed to report to the incident commander, where together they will determine if the CISM team will observe personnel for signs of immediate overwhelming stress symptoms and/or will intervene. A demobilization center may be established to provide immediate relief.

Time of debriefing: The formal debriefing is most beneficial if held within 24-72 hours after the incident. Debriefings will last from two to four hours depending on the size of the group.

Confidentiality: All debriefing information is strictly confidential. No records are kept as to specifically who attended or what was discussed. To maintain the integrity of the debriefing it is requested that only those involved with the incident should attend.

How to request a debriefing: Calling the team

An official, supervisor, scene commander, or chief may activate the CISM Team. Individual employees should request assistance from the team through their supervisor. To arrange a debriefing, a call must be made to the Clearfield Dispatch Center at the number listed at the end of this information sheet. The following information must be given:

1. Name of the agency
2. Name of contact person
3. Telephone numbers
4. Brief description of the incident
5. Number of people involved

This information will be forwarded to a debriefing coordinator, who will then call the contact person for further details.

What training is available: Critical Incident Stress Education

The Utah CISM team members are able to provide in-service and training in the areas of:

1. The Emergency Services Personality
2. The Signs and Symptoms of Critical Incident Stress (CIS)
3. Methodologies to support your personnel and alleviate stress
4. Training for Emergency Medical Technician (EMT) courses

These classes are available with two weeks notice in a 2, 3, or 4 hour format.

UTAH CRITICAL INCIDENT STRESS MANAGEMENT TEAM

For debriefing or training call (801) 779-2865

UNIT 11
Information Sheet #6
“Reducing Stress in Comm Centers”
-By Ronnie Garret
Law Enforcement Technology, July 2001

In 1994, Police Chief Thomas Wagoner of the Loveland (Colorado) Police Department wrote that 911 call-takers have two constant companions: other dispatchers and stress. “They depend on one and try to ignore the other,” he concluded. His words still ring true today where call-takers work long hours in often under-staffed communications centers. In this environment, stress is the call-taker’s constant companion, and stress is often the reason people leave this profession.

A survey done by Association of Public-Safety Communications Officials (APCO) 911 Public Safety Communications Center Staffing Crisis Task Force looked at the reasons people leave public safety dispatching. The results of the survey, to which 470 public safety communications professionals responded, found the No 1 reason for leaving were the working conditions – the shifts, the hours, working holidays and weekends, and even the working conditions inside the center. The second reason cited was salary. Many dispatchers take higher paying positions in the private sector. The third reason was inadequate salary in relation to responsibility. The fourth reason cited was pressure and stress.

“Pressure and stress are inherently part of the job. It’s fast-paced, mission-critical, error-intolerant, etc. You take all of that and combine it with the fact that the industry is understaffed. The call-takers that are there end up working a tremendous amount of overtime, just to keep the organization functioning, which only adds to their stress,” says Steve Souder, chairman of APCO’s 911 Public Safety Communications Center Staffing Crisis Task Force and administrator of the Arlington County (Virginia) Public Safety Emergency Communications Center. But if the job is stressful, is there anything that can be done? The following article can assist your agency in managing call-taker stress.

The Job

“It takes a special person to do this job,” says Richard Behr, author of “Under the Headset: Surviving Dispatcher Stress.”

When a call comes in, dispatchers must be expert multi-taskers. While questioning a frantic caller in the midst of a crisis, they must type information into a computer, dispatch the appropriate first responders, put other callers on hold, answer calls from officers needing them to look-up a license plate, etc. – all while maintaining a composed, caring persona, for the person on the phone. “It can be very draining,” says Souder.

Patty Maher, EMD Program Manager for the APCO Institute and a dispatcher for 15 years as well as a firefighter and paramedic, has seen her share of comm centers over the span of her career. She says the most stressful situation she’s seen is when dispatchers are tasked to do multiple kinds of things. For example, they are required to be the dispatcher, the booking clerk, the complaint desk person, receptionist and 911 call taker. The problem is that one person can only do so much.

As if these duties aren’t stressful enough, the callers themselves also put pressure on dispatchers. The call-taker must help individuals who may be impatient, angry, crying or hysterical.

“People don’t call 911 to say, ‘Hi, have a nice day.’ They call because they are in a crisis in one way or another,” Souder says. “You don’t get any nice calls.”

Getting multiple calls, one right after another, over the course of a shift that may last up to 12 hours also compounds stress. There is no downtime and that can cause a call-taker to feel overwhelmed or overloaded, especially when they have little time to get away from the console, according to Maher. “Dispatchers are ‘attached’ to a console most of the time and have no way to download stress right after something bad happens,” she says.

It’s helpful if dispatchers are allowed to leave their consoles periodically, if the need arises. Supervisors must be sensitive to the fact that a difficult call causes stress and be willing to allow the dispatcher to get up and away from the console, even if it means covering the position themselves. “It does a world of good,” says Behr.

Not being on the scene and only hearing the call can produce symptoms of stress too. An officer responds to the scene and witnesses it after a terrible event has occurred. “It hits them in all of their senses and they can kind of rationalize it,” Maher says. “They can say to themselves: ‘This is really bad and it’s going to bother me, but I know there’s nothing different that I could do.’” A dispatcher, however, has only heard the incident. Based on that information, they create a picture of the incident in their minds, and sometimes that mental image may be far worse than what actually transpired.

There seldom is any closure for a dispatcher when a stressful call comes in. The call-taker hears the situation being reported, makes the decisions that are necessary and dispatches the appropriate units, but often never learns the outcome.

“You leave work with all these kinds of things rolling around in the back of your mind. How did the child do? Did the victim survive? What happened to the person who was struck by the car? It’s a difficult thing. You’d like to know how things turned out,” Souder says. “All we know is officers go back in service and as soon as they do, BOOM! We’re sending them somewhere else.”

Environmental Stressors

“Sometimes the working conditions within a comm center leave something to be desired,” Souder says. “This is an industry that really needs to come out of the basement ... literally.”

While there’s no statistical data available to support this, Souder points out that the majority of comm centers are located in windowless environments. It goes back to the “bomb shelter mentality” common in World War II, where communication centers were put in basements to keep them safe from harm.

Adding windows to a comm center can be a great stress reducer. In fact, Souder says call-takers who work in a windowed environment say it’s one of the greatest stress relievers out there.

“That’s not to say that they stand at the window and look out. But if it’s raining, they know it’s raining. If it’s getting dark or getting light out, they know it. These psychological things have a tremendous impact,” he says.

The creature comforts of the comm center also affect stress. In a job where call-takers are wedded to their consoles for an eight- to 12-hour shift, creature comforts; adequate lighting, comfortable chairs, footstools, good ventilation, ergonomically designed equipment, adjustable stations, etc., are very important. Maher suggests agencies consider adding newer consoles that allow the call-taker to move the desktop to an upright position, so that they can stand up if they want to.

Techno stress

Dispatching changed in the last 10 years from a largely manual type of operation to one as sophisticated as technology allows. Walking into a comm center today is akin to walking into “mission-control at NASA,” says Souder. A call-taker is confronted with three different monitors, at least two keyboards and two-computer mouse’s. All of these things, while designed to make the call-taker more efficient, also can add to their stress.

Antiquated equipment isn’t always what makes call-takers frustrated. Many times new technology does exactly the same thing. “It can be an issue if the CAD system is not terribly user-friendly, because not only do you have to listen to the caller, but you have to process the information from them and put that into the CAD system,” Maher says.

Training

Keeping training from dispatchers or not training them well also builds stress, says Maher.

Unfortunately, dispatcher training runs the gamut from just a few hours to over a year. In California, Behr says dispatchers are required to complete a three-week dispatcher’s academy within one year of hire to be certified by the state. After that, they must receive 24 hours of training every two years to keep their certification. However, many states lack minimum training standards.

“In a lot of states, once dispatchers receive their initial training, that’s it, they don’t get any training after that,” Behr says. “But it should be an ongoing process.”

There are many reasons why dispatchers don’t receive adequate training. The No. 1 reason, Maher says, is staffing. It’s difficult to take call-takers off the console to give them training, when the center is understaffed. Money also is tight, making it tough to send people off-site for training or to pay the registration fees for these courses.

But what types of training do dispatchers really need? Training should go beyond the “who, what, where, when, why type of training” says Behr, who also works as an instructor for Public Safety Training Consultants, a Redwood City, California, company owned and operated by dispatchers. The company offers classes on customer service for 911, planning for and responding to school violence events, stress management, workplace violence, 911 liability issues, etc.

Training also should cover new technology. Most manufactures offer this type of training when new technologies are purchased, but someone on staff needs to be prepared to train new hires on the equipment as well. When Phase II and Phase III of wireless 911 come about; dispatchers will require training in these areas as well.

Mutual respect

There is still the prevalent feeling among some that dispatchers are “second-class citizens,” says Behr, and this too adds to their stress.

However, dispatch is not an ancillary service. It is essential and is central to law enforcement, fire and emergency medical services. Agencies would be wise to build awareness among their employees to this effect. “Without a good solid dispatch system in place, the services an agency provides to the public are going to lack,” Maher stresses.

What can be done to change this perception? Inadequate positive recognition tied with stress in the APCO survey as the No. 4 reason that people leave. It makes sense then that positive recognition can go a long way toward making call-takers feel valued, Souder says.

However, Souder emphasizes that positive recognition needs to be a daily effort, not set aside for one day or one week of the year. “Positive recognition [which may be simply a pat on the

back or a “thumb’s up” for a job well done] should be done frequently by managers to bring recognition to people who seldom get it,” Souder says.

Establishing an effective ride-along and sit-along program for call-takers and officers can help foster mutual respect among both parties. Unfortunately, many times departments institute a ride-along program for dispatchers to allow them to experience the field firsthand, but there’s no reciprocal arrangement.

Arlington County’s sit-along program allows officers or firefighters to visit the call-taker for a day. County agencies also allow dispatchers to ride along with officers, firefighters and medics to help foster and appreciation for the jobs of field personnel.

Officers who visit the comm center develop empathy for the dispatchers’ jobs. “The invariable comment from officers who’ve visited the comm center is: ‘If only I had known what their job was like,’” Souder says. For example, one of the biggest complaints from officers in the field is that the call that they were dispatched for is not the scene they find when they arrive. When they sit in the comm center and listen to what transpires on the phone, they realize that the information on what the call is for comes from the caller not the dispatcher. “When they get there and the scene is different, it’s not because the call-taker was wrong,” Souder says.

Dispatchers also come away with the same appreciation for the jobs of field personnel. A ride-along teaches them things like how long it takes an officer to walk up to car, talk to a motorist and passengers, then run a driver’s license. Or they might learn that the reason officers ask for repeats of transmitted messages is noises and distractions in the field. They also are able to actually witness law enforcement tactics in action.

Maher suggests exposing officers to the comm center while in the academy. Getting new recruits into the comm center helps them understand the call-taker’s position before they get into the field, eliminating the possibility that they’ll develop preconceived ideas about dispatchers and have to unlearn them later.

Managing stress

“Stress is here to stay,” says Souder, “but if you can’t eliminate it, manage it.” Behr recommends two things that can help dispatchers deal with the stress of the job: stress management training and access to critical incident stress debriefings.

Stress management training teaches dispatchers to recognize signs of stress in themselves and others, and helps them develop coping mechanisms to alleviate that stress. Stress management is a top priority in California, where Behr says its part of the three-week dispatchers’ academy. Arlington County begins stress management in the interview process where Souder says they get the issue out in front and acknowledge that stress is part of the job. They follow that with stress management training, which is part of its training program. This program addresses coping mechanisms to deal with stress including a good diet, good exercise regimen, or regular breaks. Offering stress management upfront is better for all involved; the dispatchers, the agency, and the public that they serve. “It [stress management training] saves agencies money,” Behr says. “If people learn to deal with their stress and work through it, they are not going to go out on ‘stress leave’. It will cut down the costs of early retirements and people leaving the business, too.”

Stress management training also means supervisors can recognize when call-takers may need a break to clear their heads. If the shift is not staffed fully, it make take the supervisor's approval and recognition to get the person off of the console, because somebody has to cover that spot, Maher explains.

Critical incidents and the stress they may cause can sometimes be difficult to handle and may require some post-incident counseling or debriefing. Departments should have procedures for debriefing and counselors available for everyone, including call-takers.

The Critical Incident Stress Debriefing, designed by Dr. Jeffrey Mitchell, is a process that is specifically designed to prevent or mitigate the development of post-traumatic stress among emergency service professionals. It is an integrated system of interventions, designed to prevent and/or mitigate the adverse psychological reactions that often accompany emergency services, public safety and disaster response functions.

If an agency has a critical incident stress debriefing team, it also should make its services available for dispatchers. Unfortunately, dispatchers are often overlooked for this service. The idea behind this is: "What could the dispatcher be stressed about? They didn't see x, y, z."

But that's an inaccurate assumption, emphasizes Maher. "They did experience it, but they experienced it in a different way than officers did."

"It is important to note that when an incident occurs and officers will be given debriefing, call-takers should be included as well: "You should be calling dispatch after an incident, asking how they are doing, and offering it to them if they need it," Maher says.

Dispatchers should have access to debriefings, whenever they need it. It should not be reserved for major cases like a natural disaster or a line of duty death. What could have been a fairly routine call for field officers may have been extremely stressful to the dispatcher and vice-versa. "A critical incident can be anything to anybody," Behr says. "What affects one person may not affect someone else. At least afford them the opportunity to seek some counseling and/or debriefing."

Arlington County dispatchers don't wait for a major incident to occur before utilizing its debriefing team. Dispatchers there use it routinely because it gives them an objective sympathetic ear, and affords them the opportunity to learn that others are experiencing the exact same thing. "This kind of validates and normalizes the situation," Souder says.

By heightening awareness of the need for this service and its availability, it removes the stigma that some individuals may attach to seeking help. Managers and supervisors need to be aware of people's needs and the availability of the team. The more people that use the service, the more comfortable others will be of availing themselves of that service. "Once you've broken the ice, the second time is a lot easier," Souder says.

Unit 12 - Performance Objectives

HOMELAND SECURITY

Minimum Training Time: 3 hours

UDC-5018 Without using reference materials, **describe the basic functions of Homeland Security, what types of incidents are part of Homeland security, and how Homeland Security assists various local, county, state, and federal agencies in the security of the nation. Define Terrorism and types of weapons a terrorist may use including Chemical and Biological weapons.** You must score a minimum of 80% on the Unit Exam and Final Written Exam to achieve competency.

Enabling Objectives:

1. Identify the purpose of Homeland Security and the Homeland Security Advisory System.
2. Identify the components of Utah's Homeland Security task force.
3. Identify and define the five threat levels of the Advisory System.
4. Identify the role of the dispatcher with regards to Homeland Security and what type information dispatchers should be looking for.
5. Identify types of incidents dispatch should pass on to Homeland Security.
6. Define Terrorism.
7. Identify different types of weapons terrorists may utilize.

UDC-5019 Without use of references, **describe basic response procedures concerning hazardous materials and the dispatcher's role in a hazardous materials incident.** You must score a minimum of 80% on the Unit Exam and Final Written Exam to achieve competency.

Enabling Objectives:

1. Identify three characteristics of hazardous materials and their associated risks.
2. Identify three specific means of recognizing the presence of hazardous material.
3. Identify key questions a public safety dispatcher can ask to help determine what kind of hazardous materials are involved.
4. Define four areas of responsibility of a public safety dispatcher in a hazardous material incident.
5. Identify two resources available in responding to a hazardous material incident

Required Student Learning Activities:

1. Attend the instructor's presentation on "Homeland Security".
2. Read Information Sheet #1 – "Homeland Defense Begins with 9-1-1 and Emergency Management"- Dave Macekura, Pennsylvania APCO Chapter, Public Safety Communications, July 2002.
3. Read Information Sheet #2 – "Weapons of Mass Destruction – What a Dispatcher Needs to Know" - Jennifer Hagstrom, Manager, Public Safety Communications, February 2002.
4. Read Information Sheet #3 – "Hazardous Materials Dispatching Guidelines".
5. Complete the Unit Quiz for this section by achieving a score of 80% or higher.

Unit 12 - Evaluation

Progress Quiz

Name _____ Date _____

1. When was the Federal Homeland Security department officially established?

2. What is the purpose of Utah's Homeland Security Task Force?

3. In what three areas does Utah Homeland Security assist public safety agencies and private entities?
 - a.
 - b.
 - c.

4. SEVERE is defined as - A terrorist attack has occurred or credible and corroborated intelligence indicates that one is imminent.
 - a. True
 - b. False

5. Define Terrorism.

Unit 12 Quiz (cont.)

6. A terrorist threat is only that, if it does not affect our normal routines.
- a. True b. False
7. Name three types of potential targets terrorists look for.
- a.
- b.
- c.
8. Chemical weapons were meant to cause mass casualties or to terrorize, blackmail, or cause damage to the economy.
- a. True b. False
9. A biological weapon may take days or weeks to manifest itself into the population.
- a. True b. False
10. Name three types of Hazardous Materials and what three forms do they come in?

Types:

- a.
- b.
- c.

Forms:

- a.
- b.
- c.

Unit 12 Quiz (cont.)

11. What are two ways to identify a hazardous material before responding units arrive?

- a.
 - b.
12. When dealing with a hazardous materials incident involving a fire, what key questions must be asked?
- a.
 - b.
 - c.
 - d.
 - e.
 - f.
 - g.
 - h.
13. When dealing with a spill or leak, what additional key questions must be asked?
- a.
 - b.
 - c.
 - d.
 - e.
 - f.

Unit 12 Quiz (cont.)

14. What is "Chemtrec"?
15. The spelling of a chemical name is NOT very important.
- a. True b. False

UNIT 12**Information Sheet #1****"Homeland Defense Begins with 9-1-1 and Emergency Management**

-Dave Macekura, APCO Pennsylvania Chapter, Public Safety Communications, July 2002

Homeland defense is a term we had not heard since the end of the Cold War. At that time, our emergency communication centers were mostly still in basements, co-located with local emergency-management agencies. When the Cold War ended, and with the widespread application of 9-1-1, we build new 9-1-1 centers, isolated our facilities and for the most part became somewhat detached from our emergency-management partnerships. The complexities of legislation and technology led to a focus on the details and not on the overall scope of needs assessment.

The events of September 11 should have made us realize homeland defense is real and not just a term dreamed up in a think tank somewhere. America is at war with terrorism.

This is both an offensive and defensive war. The military and police take the offensive role while 9-1-1, emergency management and other civilian and government agencies and departments take the defense.

Most likely, 9-1-1 will serve as the collection agency for much initial information. In this country, we have been trained to dial 9-1-1 to report emergencies. Therefore, 9-1-1 could become a lead information-taking and -gathering resource for offensive homeland-defense departments (such as the military and police), who will take this war back to the terrorists' homes. For example, where once you might not have taken calls about peculiar behavior of citizens that could indicate suspicious or terrorist activity. Now you may get those calls and need to know where to forward that information. Check with your policies and procedures – or get your administration to formulate a policy – to guide you in these instances.

Emergency Management will advise our civilian population and authorities on the proper methods of response to detected terrorist devices, such as chemical, nuclear and biological weapons, as well as the correct means of defending and protecting ourselves if an incident should occur within the scope of an emergency-management plan of action. Emergency management will coordinate local homeland-defense activities and preparations with other agencies of government.

In pro-active homeland defense, as in other emergency situations, a coordinated effort begins with communications. Emergency management and 9-1-1 must discuss their respective roles and functions. They must share information regularly.

It is prudent to designate a contact from each agency to serve as liaison. These liaisons will serve as single points of contact for their agencies or departments. This method serves well in time of crisis or disaster, as each liaison knows his or her agency's specific needs and can relay this information in a timely and concise manner. Each liaison is also familiar with the agency's capabilities and knows what resources it can provide in times of crisis. Moreover, each liaison will gain a working knowledge of the other agencies and learn whom to ask for specific kinds of help. Thus, the liaison becomes an invaluable asset.

In our homeland-defense planning, 9-1-1 and emergency management take lead roles. We must work together to ensure the best possible exchange of information occurs. The effectiveness of our efforts will be measured when a crisis or disaster strikes. In this new age, we cannot always predict when incidents will take place; however, our roles can serve to minimize their efforts through our joint efforts and planning.

Our best homeland-defense initiative is to be prepared for any event. Recent events have taught us the word "any" must include the unthinkable and the enemy may be faceless and nameless. Clearly, it is unrealistic to think we can be prepared for every possibility. However, we must do everything we can. Contact your community's agencies and start laying the local foundation for our national defense. There is no time to waste.

UNIT 12

Information Sheet #2

“Weapons of Mass Destruction – What a Dispatcher Needs to Know”

by Jennifer Hagstrom, Manager, APCO Publications February 2002

Based on a presentation by Tony Harrison, Public Safety Group, given at the 67th Annual Conference & Exposition in Salt Lake City, Utah, August 2001.

As became amply evident on September 11, the true first responders to incidents involving weapons of mass destruction (WMDs) are often public safety telecommunicators. This piece, based on a presentation given a month before the events of September 11, gives some background on WMD incidents in the United States and some basic guidelines for the public safety telecommunicators who may be required to handle those incidents. What are appropriate responses to these incidents? What do dispatchers need to know about WMDs?

Terrorism

WMDs are usually the result of some form of terrorism. The Federal Bureau of Investigation (FBI) defines terrorism as “the use of violence and threats to intimidate or coerce for political purposes.”

Before September 11, the threat of terrorism here seemed real but not imminent. With the exception of a few major incidents such as the 1993 World Trade Center bombing or the Murrah building destruction in Oklahoma City, terrorism seemed relatively isolated and confined to small, localized areas. Since September 11, though, the spotlight on terrorism has been relentless – and even so, the numbers may surprise you.

How pervasive is the threat of terrorism? How many actual terrorist activities have occurred?

In 1990, according to the FBI, seven domestic incidents were classified as terrorist acts. In 1993, we had the most in any year with 12. In 1999, we had 10. [Numbers were not available for 2000 at the time of Harrison’s presentation.]

The FBI further reports that, in addition to actual numbers, it had, for example, two incidents in 1997 where terrorism was suspected but not confirmed and an additional 21 incidents where terrorist acts were prevented. Twelve incidents were prevented in 1998 and seven in 1999.

The significant factor in these preventions is that often it was not the FBI or some other federal body preventing the incident. Instead, it might have been local law enforcement.

One example of a prevented act occurred in Port Angeles, Wash., in 1999. An individual was noticed acting suspiciously as he tried to gain entry into the United States. A search of his vehicle revealed a liquid that was believed to be a narcotic. On further investigation, the liquid was discovered to be a highly explosive nitroglycerine-like substance, and the man had additional quantities of it already in a hotel room in Seattle. The Space Needle is believed to have been the target.

Seattle authorities subsequently canceled their New Year’s Eve celebration at that location. Now authorities believe the suspect in this incident may have been working in Osama bin Laden’s terrorist network. The international numbers of terrorist acts, obviously, are considerably higher. In 1997, there were 666 attacks. In 1998, the number dropped significantly, but it increased again in 1999.

WMDs

What, exactly, is a weapon of mass destruction? It is any device that releases chemical, biological or life-threatening levels of radiological material. According to the FBI, a device crosses the WMD threshold when the consequences of its use overwhelm the capacity of local authorities to respond. According to this definition, the FBI recorded 12 actual WMD incidents in 1999.

NBCs

Any discussion of WMDs soon brings us to another acronym: NBC. No, it's not the Emmy Award-winning television network. NBC in this instance stands for "nuclear, biological and chemical," the three kinds of destructive agents commonly used in WMDs.

Some resources list 130 different chemical and biological agents that are available now. Some are extremely deadly. Others aren't deadly at all, just disruptive.

Sources of NBCs

Agents used in WMDs come from a variety of sources. Considering this nation's mass-transportation system and the advent of the Internet, these agents may become easier and easier to produce or manufacture.

Nuclear material is, obviously, available at nuclear power plants. But it's also commonly present at hospitals and universities and at many corporations. It is often transported on our interstate highway or rail systems. For example, the contaminated material from the nuclear accident at Three Mile Island, Pa., in the late 1970s was removed via rail. This can raise questions for local public safety agencies regarding their own vulnerability to accident or terrorism. It also means virtually no jurisdiction is free of the threat.

Chemical and biological agents are relatively easy to manufacture. Some of these agents are so lethal that one-ounce could kill 2.2 million people. Chemical and biological weapons are so readily available they are occasionally referred to as "the poor man's nuclear bomb." A rule of thumb regarding chemical and biological agents is as the lethality of an agent increases, the technical knowledge necessary to pull off an attack using that agent usually increases. Conversely, as the lethality decreases, the knowledge necessary to use an agent decreases.

Availability and Preparedness

You can get an idea of our potential vulnerability by considering just one biological agency, smallpox. Virtually wiped out as an illness worldwide during the 1970s, small supplies of it were maintained for research purposes by a few governments. This country stopped routinely vaccinating all children for smallpox by 1980. (Those who were vaccinated are believed to need boosters in order to maintain their resistance to the disease.) However, according to a Russian scientist who defected to this country, the former USSR developed the most sophisticated biological and chemical weapons program in world history. They were weaponizing (i.e. turning into weapons) smallpox and anthrax, among other diseases. At one point they were attempting to weaponize the AIDS virus. The defector claims Russia currently has 800 million pounds of the smallpox virus on hand.

The collapse of the USSR presents a number of problems. First, their program employed 6,000 scientists, people who had to seek other employment after their government jobs disappeared. Not all of them can be presumed to be working for the "good guys."

Second, the collapse of the USSR's military calls into serious question the security of their stores of biological and chemical agents. Who has control of all that smallpox now? Given the shaky economy in regions of the former USSR since the fall of the Iron Curtain, how can we not wonder what's been sold to the highest bidder?

According to Harrison, at the time of his presentation the United States maintained only 12 million doses of the smallpox vaccine, although the Centers for Disease Control were engaged in a massive effort to bring the number up to at least 40 million. However, given the size of the U.S. population and the likelihood that our military – the group that would most likely be both the most vulnerable and the most necessary to maintain in good health in the event of an attack – would get first dibs, clearly 40 million isn't enough.

And that's just one agent.

A number of NBC incidents have occurred on U.S. soil. In 1994, a political group in Oregon poisoned 751 people with salmonella by spraying the agent on salad bars in local restaurants, in an effort to sicken enough people to sway a local election slated for the next day. The fact that the act was deliberate wasn't discovered until someone involved was arrested later on another charge and confessed to the poisoning.

In 2000, protestors in Minneapolis took diluted cyanide, released one bottle of it into a McDonald's restaurant and threw other bottles of it at police officers. Fortunately, the substance was so diluted it did not cause any serious injury.

This incident received virtually no media coverage; the opportunity for a wake-up call was lost. But Harrison pointed out public safety cannot afford to have an "it can't happen to us" mentality, regardless of the size and location.

Threats

Threats may be more significant from a public safety standpoint than actual incidents, because the number of threats is higher than the number of incidents and is growing more quickly. In 1996, 36 threats of attack were recorded. That number has doubled every year. In 2000, more than 300 threats of anthrax use were documented; let alone threats to use other agents.

Another reason threats are significant to public safety is they can be just as disruptive as actual incidents. It can take hours or days to determine if the white powder received in the mail is actually a harmful agent, for example, during which time those exposed may have to be treated medically as if the exposure were real. Threats tend to fall into categories:

Personal: Someone threatening a specific person, as in "jilted lover" situations. For example, in November 1999 a woman opened her mail and a white powder spilled out along with a note that read, "you have just been exposed to anthrax." In this instance, the sender was the victim's boyfriend's former lover.

Incident to another crime: WMDs are now occasionally used as the weapon of choice during the commission of another crime. An example is a bank robbery in which the suspect claims to have an NBC weapon.

Terrorist acts: An example of this occurred in Knoxville, Tenn., in January 2000, when a security guard handling the mail at a Planned Parenthood office opened an envelope containing white powder and a letter that conveyed the message "you've just been exposed to anthrax."

Regardless of type, these incidents are considered federal crimes and the FBI has the primary authority to investigate threats or actual attacks involving these substances or weapons.

The Suspects

Suspects, like incidents, tend to fall into several categories:

Lone individuals: These are typically the most difficult to detect. Most lone individuals lack the funding available to larger, more sophisticated groups, so they often resort to threats in lieu of actual attacks. This is not necessarily the case, however. Remember the Unibomber?

Local terrorist and non-aligned groups: These groups may have funding. They may also be able to build or purchase an NBC weapon. They, too, can be difficult to detect because they are members of your local society and fit into your neighborhood. They are your neighbors. One example of a group like this that is very active is the Earth Liberation Front (ELF), which has been burning ski resorts and houses in the Pacific Northwest to protest urban sprawl. According to Harrison, their website has sophisticated weapons information.

Hate groups and patriot groups: These are usually local. In 1999, 435 active patriot groups were known in the United States. However, that number dropped to 194 in 2000. The number of patriot groups peaked after the Branch Davidian incident in Waco, Texas, but it has been on the downhill slide ever since the Murray bombing in Oklahoma City. The hate group numbers tell a different story: 457 active hate groups were known in the United States in 1999. In 2000, the number reached 602 and continues to escalate.

Sometimes the group isn't a threat, but an individual in the group who doesn't think the group is doing enough becomes a threat. The man who committed the shootings at a Jewish community center in California several years ago was one such, a disgruntled member of the Aryan Nation.

Edge cities or suburbs can be especially vulnerable to hate crimes if they've had a recent influx of minorities. Also, people under the age of 22 commit more than 50 percent of hate crimes. Often these incidents get a response of "they're just kids," which can be both naive and dangerous if it blinds authorities (not to mention parents) to a potentially larger, structured network of activities underneath, often until a more serious escalation of activity occurs.

The Internet is bringing hate to people who wouldn't have found it otherwise. For example, a man named Benjamin Smith began learning his hate on the Internet. Eventually he shot at 32 people, wounding eight and killing two, including an African-American college basketball coach. This incident occurred in Skokie, Ill.

There are currently 366 hate sites on the Internet, according to Harrison.

International groups: One reason international terrorists can be such a threat is they often have both ample funding and ready access to technologies, facilities and the necessary technical support to pull off an NBC or WMD attack. At the time of Harrison's presentation in August, seven countries were considered to sponsor terrorism: Libya, North Korea, Syria and Cuba (which are believed to have had no direct involvement for 10 years) and Iran, Iraq and Sudan (which are believed to shelter terrorists but may have cut back on their activities). In the wake of September 11, these assumptions may have changed, and the list of countries might include Afghanistan or others.

Doomsday cults: These cults don't always attract only people bent on self-destruction. For example, the serin-gas attack that killed 12 people and injured 5,000 on the Tokyo subway system was the brainchild of a doomsday cult leader. This group also tried to pull off an anthrax attack, but it was unsuccessful.

Common NBCs

Here is a list of some common agents, although it is by no means exhaustive.

Serin gas – Serin gas is 200 times more lethal than chlorine.

Cyanide – This agent smells like burnt almonds. It was used in the 1993 World Trade Center bombing, but the device failed.

Pepper spray – This agent is readily available to almost everyone.

Anthrax – This agent is highly lethal, but the effectiveness of person-to-person transmission is low.

Plague – This agent has a high rate of person-to-person transmission and is extremely lethal if untreated.

Smallpox – This agent has a high rate of person-to-person transmission. One-third of its victim's die.

Ricin – This agent has a high lethality rate. It is produced from castor beans. In the United States, a prison that allowed its prisoners to grow vegetables was nearly the target of an escape plot using "home-grown" ricin, foiled only because the prisoner doing it ran his mouth and got ratted out by one of his fellow inmates. (Are your prisons allowing prisoners to grow gardens?) This agent has also been intercepted coming in from Canada.

Call taker Techniques

Harrison offered call takers the following guidelines and hints, to help them handle suspected incidents better and to give them an idea of what to look for in attempting to identify an incident.

- * As always, remember the basics. If you suspect something is not right, warn your responders of a possible HAZMAT incident.
- * Look for a pattern. If it's a chemical attack, 9-1-1 may get the first calls that something isn't right. If it's a biological attack, the hospital ERs may be the first to know or possibly the EMS responders. Some agents take two or three days for symptoms to manifest, after which hospitals and EMS transport units may suddenly be flooded with people experiencing the same symptoms. On the EMS side, public safety communicators may be the first to establish a pattern. For example, each of nine ambulances may transport one or two patients – not a pattern for them – but all the related calls may have come into the same center, clearly indicating a possible pattern.
- * Look for a higher than normal number of dead animals and birds. They'll usually show symptoms before humans do.
- * If a suspected device is still present, instruct callers not to touch it. Remind responding units of the potential hazard as well.
- * Chemical agents usually have unique signs. One sign shared by many chemical agents is odor, such as the scent of newly mown hay, apple blossoms, garlic, geraniums, etc. Ask about odors that seem out of place. One of the first clues in the incident that occurred in Minneapolis was the odor of hay in the McDonald's – very out of place. As a call taker, you can ask about out-of-the-ordinary odors, but you should remember the absence of odor does not rule out the possibility of an NBC agent.
- * Stage incoming units until HAZMAT arrives. For some NBC agents, the typical gear (including self-contained breathing apparatus) firefighters wear is sufficient, but not for all. However, the responders can't know whether what they're wearing is sufficient until it's already too late to do anything about it. The safe option, waiting for the HAZMAT team, is the best.

September 11, 2001: A Wake-Up Call

At the time of Harrison's presentation, no one could have predicted how timely a topic terrorism would become in the United States. One of the most chilling aspects of the events of September 11 is that the weapons used – airliners – weren't typical WMD or NBC devices. Nor did the events require any detective work to put together as being terrorist acts. Still, public safety communications professionals have been given a tragic and clear wake-up call. Now more than ever they have a responsibility to be prepared.

UNIT 12

Information Sheet #3

HAZARDOUS MATERIALS DISPATCHING GUIDELINES

Dispatching Guidelines - Information taken from Public Safety Communication Specialist (PSCS) Report, Newsletter for Dispatchers, Volume 4, Number 2, 1990.

Hazardous Materials Incidents

One of the most difficult situations faced by a public safety dispatcher is the proper handling of a hazardous materials situation. These situations require an amount of case knowledge on the part of a dispatcher. Pre-planning is the key to success. In this issue we will examine several factors that must be considered whenever you are faced with this type of call.

Hazardous Materials Defined

A hazardous material is defined as any material or substance that, when not properly controlled or contained, may pose a risk to health, safety, property, or the environment and is of such a nature as to require implementation of special control procedures which supplement standard departmental procedures, and may require the use of specialized equipment and reference materials. There are three types of hazardous materials: Nuclear, biological or chemical (man-made). Any of these three types can be in the form of a solid, liquid or gas. Currently, 80 gallons of any type of hazardous material is required to have a placard.

Most hazardous material calls don't come in as hazmat calls. They are instead reported as fires, explosions, vehicle accidents, train accidents etc. Once a call comes in and the information is obtained, do you know who to call for a hazmat incident? Follow your agency's policies and procedures and call-out guidelines.

Key Question Approach

Several key questions will assist you with identifying a hazardous material incident. The following questions can be used when you are dealing with a fire call:

1. Location of the fire?
 - * The fire may be in a building or vehicle that is used to manufacture or store hazardous materials.
2. What color is the smoke?
 - * Many hazardous materials emit colored smoke when they are burned.
3. Any noises?
 - * Hissing noises may indicate a leaking or ruptured storage tank.
4. Any unusual smells?
 - * Hazardous materials often emit a burnt almond or sweet smell. Anything out of the ordinary should be noted.

5. Nose or eye irritations?
 - * Chemicals may have already begun to impair the health of bystanders.
6. Any markings or labels?
 - * If there is a DOT label or placard visible valuable information may be obtained.
7. What caused the fire?
 - * You may be dealing with a train derailment, tanker crash, or plane crash. If so, the situation is likely to escalate.
8. What substance is involved?
 - * Such identification may save valuable time, because you do not have to spend a great deal of research time.

If you are dealing with a hazardous material leak or spill, these additional key questions may be needed:

1. How much material is involved?
 - * This information is critical in order to initiate the appropriate response.
2. What type of container?
 - * May further enhance the material identification process.
3. Can the callers see, smell, or hear anything?
 - * Remember, first hand information is usually the best information.
4. Is the material near a populated area or a water supply source or drain?
 - * If so, you may want to consider evacuation and proper notification of water treatment personnel.
5. Does the caller know what material is involved?
 - * This question is very critical and should be used each time you are faced with a hazardous material situation.
6. What activity preceded the incident?
 - * What happened, how did the spill or leak occur?

Identification Sources

There are several sources available that can be used to help determine what hazardous material you may be dealing with.

1. Placards and labels.

Placards and labels are required on most hazardous materials shipments by the United States Department of Transportation (DOT). Placards and labels provide a means of identification, and a good public safety dispatcher should become familiar with the different types and their general meanings.

When you are taking calls regarding hazardous materials, ask the caller:

- A. Are there any visible placards or labels?
- B. What type is displayed?
- C. Are any colors or numbers visible?

The answers to these questions can provide you with valuable information pertaining to the type of material involved as well as the particular hazard.

Once you have established the color and number, you should consult your copy of the Department of Transportation Emergency Response guidebook and match the color and number.

2. Shipping Papers.

Department of Transportation regulation require shipping papers to accompany the shipment of hazardous materials and hazardous wastes.

When you are obtaining information from a caller regarding transported hazardous materials, ask the following questions:

- A. Are shipping papers available?
- B. What is the proper shipping name?
- C. Type of packages or containers?
- D. Total quantity?

Shipping papers can make your job easier because they will specifically detail the materials you are dealing with.

Shipping papers are called different things and can be found in different places, depending upon the type of carrier involved.

- A. Highway carriers carry a "Bill of Lading" which is located in the cab of the vehicle.
- B. Rail carriers have a "Waybill Consist" which is kept by the conductor.
- C. Water carriers have a "Dangerous Cargo Manifest" located in the wheelhouse.

D. Air carriers maintain an "Air Bill" located in the cockpit.

The rapid location of shipping papers is a very important consideration on your part.

Hazmat Incident Classifications

There are three levels of hazardous materials incident classifications that should be used. The basis for determining the level of a hazardous material incident depends upon the level of technical expertise required, the extent of governmental involvement, the extent of evacuation, and the extent of injuries or deaths.

Level I

- A. Spills which can be properly and effectively contained or removed by equipment and supplies immediately available on fire department apparatus and does not require a Hazmat Team response.
- B. Leaks and ruptures which can be controlled using equipment and supplies immediately available on fire department apparatus and which do not require a Hazmat Team response.
- C. Fires involving toxic materials, which can be extinguished with immediately available fire department personnel and no contamination or environmental damage, exist.
- D. Hazardous material incidents, which do not require evacuation of civilians.

Level II

- A. Spills which can be properly and effectively contained or removed by specialized equipment and supplies immediately available to your Hazmat Team.
- B. Leaks and ruptures which can be controlled using specialized equipment and supplies immediately available to your Hazmat Team.
- C. Fires involving toxic materials that are permitted to burn for a controlled period of time, or are allowed to consume themselves.
- D. Hazardous materials incidents, which require evacuation of civilians within an area of the fire department having primary jurisdiction.
- E. Hazardous materials incidents which can be contained and controlled utilizing resources within the immediate availability of your department's Hazmat Team.

Level III

- A. Spills which cannot be properly and effectively contained or removed by highly specialized equipment and supplies immediately available to your Hazmat Team.
- B. Leaks and ruptures, which cannot be controlled using highly, specialized equipment and supplies immediately available to your Hazmat Team.
- C. Fires involving toxic materials that are allowed to burn due to ineffectiveness or dangers of the use of water, or there is a real threat of large container failure or an explosion.
- D. Hazardous materials incidents, which require evacuation of civilians extending across jurisdictional boundaries.

Once a particular hazardous materials incident is properly classified, the appropriate response can quickly be determined and the guesswork is eliminated. Pre-planned responses should be assigned to each Hazmat level.

Resource Availability Checklist

Pre-planning should include a list of local resources, as well as a list of outside resources available. The following resources should be considered when you are preparing such a checklist.

- 1. Communications Center
 - Training
 - Pre-planning
 - Procedures
 - Forms
 - Maps
 - Reference materials
 - Radio capability
- 2. Fire department
 - Hazmat team
 - Equipment available
 - Hazmat level ability
 - Mutual aid agreements
 - Radio capability
- 3. Police department
 - Availability for hazmat calls
 - Road and highway closure
 - Evacuation assistance
 - Crowd control
 - Bomb disposal team
 - Radio capability
- 4. Emergency medical services

- EMT's vs Paramedics
 - Number of ambulances
 - Medical triage capability
 - Hospital capability and room
 - Radio capability
5. Road or highway departments
- Dirt or sand available
 - Access to heavy equipment
 - Manpower
 - Radio capability
6. Additional utilities
- Light and power
 - Water and sewer
 - Gas Company
 - Irrigation companies

Most of these resources are readily available and such checklists should be kept updated and accessible. Should you require additional resources, you will be able to find it quickly. These checklists can be as detailed as you would like them to be and categorized to meet your individual local needs.

Should you require state or federal resources. The following agencies are suggested. You may wish to prepare a check list for these agencies, as well.

1. Environmental Protection Agency (EPA) - Provide environmental monitoring and resources.
2. United States Coast Guard - Responsible for all navigable waterways.
3. U.S. Department of Transportation - Enforce regulations and investigate accidents.
4. Federal Aviation Administration (FAA) - Can close airspace and investigate aircraft emergencies.
5. U.S. Department of Public Health - Resources for disease and biological materials.
6. U.S. Bureau of Explosives - Information on explosive emergencies.
7. State Department of Health - Radiation and Hazardous Waste information. Water and air pollution expertise.
8. State Division of Emergency Services - Long-term coordination and logistics for major incidents.
9. Local Red Cross Chapter - Lodging and victim support services.
10. River Information Services - Provide River and stream flow information.

11. 24-Hour Weather Service - This is an extremely valuable resource. Be sure and find a reliable service - a service that provides 24-hour information regarding wind speed and direction, as well as weather reporting and forecasting.
12. Local Contractors (24-hour):
 - Heavy equipment
 - Cranes
 - Towing
 - Dirt and rock
 - Vacuum trucks
 - Supplies
 - Manpower
13. Corporations and Labs - Can provide technical assistance and chemical analysis.
14. Universities and Colleges - May provide technical assistance and manpower.
15. Area Railroads - Can supply specialized and heavy equipment, as well as personnel.
16. Poison Control Centers - Usually have excellent computerized chemical information.
17. Local Military Bases - Have expertise with ordinance removal and handling. Can also supply heavy equipment and manpower.
18. Fast Food Restaurants - Excellent resource for feeding large groups hot meals.
19. Grocery Stores
20. Hardware Stores

“CHEMTREC”

The Chemical Transportation Emergency Center “Chemtrec” has been established by the Chemical Manufacturers Association to provide immediate action response information to the scene of a chemical transportation accident upon receipt of a phone call identifying the product involved. Your call goes to the Chemtrec office, where a two-step operation goes into effect. First, immediate action information regarding the product is provided from prepared chemical files. The second step provides you with telephone numbers that allow you to reach the proper representative of the shipper who is knowledgeable about the proper way to handle an emergency situation regarding their product.

The Chemtrec Center is available to any person involved in a chemical incident, by calling

1-800-424-9300. The Chemtrec Center is manned 24 hours a day and provides immediate guidance on what to do in case of a spill, leak, fire, or exposure.

Identification of the product involved is essential. Without it, little help can be provided. The name should be on the shipping papers. If the shipping papers cannot be found, you should try to develop some identification of shipper or vehicle type and placard or label information. It is extremely important to note that spelling of chemical names can be critical in getting the proper information. Try as many methods as you can think of in order to obtain this critical piece of information prior to making a call to Chemtrec.

When you place your call to Chemtrec, use the following format for the exchange of information:

1. State your name and your call-back number.
2. Provide the name of the product and spell it out.
3. State the nature of the problem; spill, leak, fire, etc.
4. Provide as much of the following information as you can:

- Location of the problem
- Shipper and/or manufacturer
- Container type
- Placard or Label description
- Carrier name
- Rail or Truck numbers
- Consignee
- Local conditions

Once you have provided Chemtrec with the critical information, follow their instructions very carefully. Remember to relay all of the information to the on-scene commander.

It should be noted that Chemtrec is constantly updating their information files, as well as the rest of their services. Chemtrec information can be found in the NCIC and NIOSH computer systems. Be sure and check with Chemtrec and/or Hazmat Team in order to stay current with this extremely valuable service.

Post Incident Analysis

The best way to ascertain if a hazardous materials incident was handled properly is by performing a Post Incident Analysis. This should be a comprehensive critique of the situation to discuss each person's participation. This critique should be a positive session and not an exercise in finger pointing and shifting blame. The analysis should be used as a learning experience in order to make future incident management more productive, safe, and better managed. The following form is suggested for the communications center portion of the Post Incident Analysis:

1. The Original Report
 - a. Did the dispatcher ask the proper questions?

- b. Were the communicators prepared to handle a Hazmat incident?
 - c. What questions were forgotten?
 - d. Was the information relayed properly?
2. Dispatch
- a. Was the proper equipment sent?
 - b. Was all of the updated information passed on?
 - c. Were all of the proper agencies and personnel notified?
 - d. Was the notification timely?
 - e. Did the dispatcher stay “ahead of the situation?”
 - f. Was the weather, terrain, and other information obtained?
3. Coordination
- a. If the incident required mutual aid, was it requested?
 - b. Were times and other vital information accurately kept?
 - c. Was information logged properly?
 - d. Were accurate records and paperwork kept?
 - e. Were radio channels properly assigned and monitored?
 - f. If Chemtrec was notified, was it done correctly?
 - g. Did you learn anything from this incident?
 - h. What can you do to better serve emergency responders the next time?
 - i. What can other emergency response agencies do to help you in the future?

This Post Incident Analysis is a very valuable tool for all persons involved with hazardous material incidents and should become a common practice. You must constantly monitor our effectiveness with regard to handling these critical situations.

Hazardous materials calls are becoming more and more frequent in today's industrial environment. The professional public safety dispatcher must be ready to react to such situations quickly and efficiently. Pre-planning is the key to success. Have the suggested forms ready and up to date at all times and practice using them whenever time allows. Don't be caught off guard.